



*Setting the north star for  
our children to live and learn*

**U.S. Department of Education**

Character Education and Civic Engagement Technical Assistance Center

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# **EVALUATORS MEETING SUMMARY**

August 2004

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## **Preface**

On March 11 and 12, 2004, the United States Department of Education (ED) and the Character Education and Civic Engagement Technical Assistance Center (CETAC)<sup>1</sup> hosted a meeting to discuss the challenges in evaluating the Partnerships in Character Education grant. The meeting goals were to:

- Receive information regarding the implementation of evaluation designs of current Partnerships in Character Education grants
- Discuss evidence-based evaluation designs
- Engage in conversations regarding key issues in conducting scientifically based evaluation of Partnerships in Character Education grants
- Offer recommendations for staff, grantees, and the field to conduct evidence-based evaluations in character education
- Provide input into evaluation brochure to be published by CETAC.

Participants included directors of character education projects, project evaluators, evaluation experts, and representatives from ED. The agenda is in Appendix A and the participant list and session evaluation appear in Appendices B and C, respectively.

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<sup>1</sup> The Character Education and Civic Engagement Technical Assistance Center (CETAC) is operated through a contract awarded to Caliber Associates. Two subcontractors support Caliber, The Association for Supervision and Curriculum Development (ASCD) and Character Education Partnership (CEP).

***March 11, 2004***

## **Welcome and Overview**

Ms. Linda McKay, senior advisor to the deputy undersecretary, ED's Office of Safe and Drug-Free Schools (OSDFS), introduced Ms. Debbie Price, the new deputy undersecretary of OSDFS.

Ms. Price welcomed guests and explained that it is exciting to be working in OSDFS because if schools are not safe, a child cannot learn. Additionally, the language about character education in No Child Left Behind (NCLB) is encouraging because if character education were implemented in every school across the country, there would be no reason for OSDFS.

Ms. Price introduced Dr. Eugene Hickok, the acting deputy secretary of ED, who has the monumental task of implementing NCLB. Prior to joining ED, he was Pennsylvania's secretary of education and administered all educational programs including K-12 and higher education. Dr. Hickok has authored numerous publications and books on history and political science.

Dr. Hickok spoke about the importance of evaluating character education and civic engagement. Under NCLB, evaluations will demonstrate the effect of public policy through rigorous research. He stated that both character education and civic engagement are difficult issues to promote because of the emphasis on accountability and assessment. However, he believes that if, as a nation, we do not make sure our children develop character, nothing else matters. Having OSDFS speaks to where we are as a nation and says something about the need for character education and civic engagement.

Dr. Hickok's writings always have focused on the values behind the American Republic, and it is important to him that those characteristics are what he talks about. He believes that as a nation, we are challenged to help young people develop into responsible self-governing citizens and develop matters of the heart.

He believes that the challenge grows greater everyday. Grant competitions help create character education programs and it is the grantees' responsibility to make them work. He can imagine no greater responsibility.

Dr. Hickok told the participants about a visit to an elementary school in inner city Baton Rouge that had increased test scores. At a student-held press conference, one fifth grader asked, "How can we make sure our schools are safe?" Dr. Hickok responded, "There are things we can do. We can have metal detectors, cameras, security officers, and we do all that, but if you want to have safe schools the most important thing you can do is to look out for each other, get to know each other, recognize this is your school and this is your family

during the day. Look out for your school as you would your home.” This is good character. You cannot create good character through public policy you can only create the opportunity for good character. In schools and districts with character education grants, there are kids the staff will never meet and families they will never know whose lives will be better because of the grant.

### **Overview of Partnerships in Character Education Program Legislation, Program Goals and Objectives**

Ms. McKay gave an overview of the Partnerships in Character Education Program and described key goals and objectives for this year.

The program began in 1994 when Congress authorized funding for demonstration grants to States through bipartisan legislation that outlined specific character traits that the programs must promote. Parent, community, and student involvement were mandated. Other requirements of the law included technical assistance for local education agencies and clearinghouses in each State. Suggested factors of success included a decrease in discipline problems and an increase in student academic performance, participation in extracurricular activities, parental and community involvement, faculty and administration involvement, and student and staff morale. Forty-five States and the District of Columbia received grants.

NCLB reauthorized the Partnerships in Character Education Program and funding increased from \$8 million per year to \$25 million. Other changes in the reauthorization were that both State and local education agencies could apply for grants, the character elements were suggested rather than required, and character education and civic engagement curriculum would be integrated into classroom instruction to align with State academic content standards. Allowing local education agencies to apply for the grant was a powerful change because local control has more depth of implementation and sustainability. Scientifically based research was a competitive priority, and additional funds were authorized for national activities in research, dissemination, and evaluation. Other key points of the reauthorization were that students with disabilities were specifically included and the clearinghouse requirement was eliminated. Since 2002, five State and 42 local education agencies received grants.

In 2003, OSDfS was established along with the positions of deputy undersecretary and associate undersecretary, and the appointment of a senior advisor to the deputy undersecretary for character education. Two new positions were created—director of character, civic, and correctional education and character education program specialist. In 2003, three integral activities occurred which highlighted the importance of character education and civic engagement. First, the What Works Clearinghouse (WWC) established evidence-based research that led to a definition of character education.

Second, the Institute of Education Science funded eight social and character development grants. Lastly, funding was granted for the ED to develop several publications related to character education and civic engagement. (See Appendix D for an Overview of the Partnerships and Character Education Program).

### **Introduction to the Character Education and Civic Engagement Technical Assistance Center**

Dr. William Moore of Caliber Associates provided the overview of CETAC. CETAC's key activities are to provide training and technical assistance for grantees, to develop resource materials and publications on character education and civic engagement, to develop and maintain a publicly accessible Web site, and to engage in meetings and seminars. Training and technical assistance are based on grantees' needs and help to build the grantees' capacity for sustained, effective program implementation and evaluation. Publications will support training and technical assistance, disseminate current knowledge and state-of-the-art practices, and contribute to the knowledge base about effective character education and civic engagement processes and practices. The CETAC Web site is a grantee resource and learning center and is a vehicle for collaboration and communication. The CETAC URL is [www.cetac.org](http://www.cetac.org). The complete text of the CETAC presentation is in Appendix E.

Ms. McKay thanked Mr. Craig Stanton for the new invitational priority language then introduced Dr. Diane Berreth, the meeting facilitator. Dr. Berreth is deputy executive director of ASCD and has been involved in character education for a decade. She is also a founding member of the CEP.

### **Format and Guidelines for Working Together in the Next Two Days**

Dr. Berreth explained that the participants were asked to attend the meeting to accomplish the following:

- Receive information regarding evaluation designs of 2002 Partnerships in Character Education grants
- Discuss evidence-based evaluation designs
- Engage in conversation regarding key issues in conducting scientifically-based evaluation of Partnerships in Character Education grants.

## **Grantee Presentations on Key Issues in Evaluation**

Dr. Berreth introduced the next presenters, each representing a Partnership in Character Education grant. Presenters provided an overview of their project, evaluation design, and evaluation challenges.

### **Jefferson County Public Schools – Ms. Sheila A. Koshewa, Project CARE Coordinator, and Dr. Marco Muñoz, Evaluator**

Ms. Koshewa stated that the project has two goals: (a) integrating social and ethical learning, and (b) creating a school as a supportive environment. Key strategies to achieve the goals were selected, most of which focus on professional development. Evaluation includes measures to determine learning by participants, implementation of learning, and outcomes. Key strategies to measure learning and implementation include:

- Maintaining an attendance sheet for each professional development session to measure participation
- Compiling session evaluation data
- Conducting classroom walk-throughs to measure level of implementation.

Dr. Muñoz discussed the comprehensive primary measures—student and teacher questionnaires used to measure goal achievement. The teacher questionnaire addresses education beliefs and attitudes, feelings about self as a teacher, and school climate. The student questionnaire addresses the areas of classroom, school, social, and moral orientation.

A quasi-experimental design matched the schools and adjusted for difference in the baseline data. Schools are matched by characteristics such as achievement, socioeconomic status, percentage of exceptional students, and mobility. A key strength of the evaluation is the comparison group, which will undergo the same measures and matching procedures connecting strategies with measures.

Dr. Muñoz noted that their Institutional Review Board (IRB) required both parental and student consent since 3rd, 4th, and 5th graders are involved. Obtaining the students' consent was treated as a teaching lesson as evaluators showed the students the data collection technology.

The project staff and evaluator encountered many challenges:

- Accounting for principal and teacher turnover; especially teachers from treatment schools transferring to control schools.

- Making character education part of the reading program to avoid it becoming an add-on. However, this is a compounding factor with reading so there will be some concern expressed by teachers.
- Working with the leadership within the buildings and controlling the level of implementation.

Dr. Muñoz and Ms. Koshewa addressed a question about whether the parental consent forms had to be returned. Dr. Muñoz confirmed that the forms did have to be returned because the project requires active consent. He acknowledged that they have 60 percent consent, which on the primary measures, could be a confounding variable, but for the secondary measures, it will be 100 percent. Ms. Koshewa pointed out that the parental consent form may scare many families, thus the consent form included a letter from the principal with language that parents would understand. Consent forms were included with report cards.

**Uintah School District – Mr. A.J. Pease, Project Director, and Dr. Brian Flay and Dr. Don Workman, Evaluators**

Mr. Pease noted that the Uintah project is based on the Positive Action character education model. He stressed that Uintah School District is unique because most schools serve only two to three grades and have drastically diverse demographic characteristics. Mr. Pease stated that Positive Action includes six classroom curricula units and kits for principals, the community, and students, and focuses on the sequence of positive feelings, thoughts, and action.

Mr. Pease addressed challenges encountered by the project:

- Contending with a short implementation period.
- Designing a research study that considered human factors such as professionals who applauded research, but crusaded against it. Principals from control schools decided they wanted the program, but finally agreed to participate once they understand the research design.
- Contending with ostracism by the State because the State also applied for a character education grant and was turned down.
- Facing a backlash against NCLB because the teachers felt that they could not integrate character education with the focus on accountability. (Mr. Pease stated that if we do not deal with character and only address academics, we would be left with smarter crooks).
- Obtaining IRB approval took momentum away from the study. To regain the momentum, project staff had to remind principals of their original commitment and that they had project money in their budgets.

Dr. Flay addressed the evaluation design. The school district's organizational structure does not allow controlling for variables between schools, thus grades are randomly assigned to each cohort. For example, some schools start with odd number grades, others even number grades, and next year the process will reverse. Positive Action will not be implemented schoolwide. When the project started, staff did not focus on sensitive behaviors and, therefore, obtained passive consent but in future data collection, the staff will seek active consent. Staff hope for a high level of active consent since families and the school staff are familiar with the project and consent forms will be included in the school registration packets. Dr. Flay addressed a question regarding whether teachers who use Positive Action in the first year will use it the following year. Dr. Flay responded that due to the design, they would not because this may cause some contamination of results.

**Cooperating School Districts of St. Louis – Ms. Liz Gibbons, Project Director, Dr. Sarah D. Caldwell and Dr. Jon C. Marshall, Evaluators**

The Cooperating School Districts (CSD) of St. Louis use CHARACTERplus, a character education process coordinated by CSD, parents, businesses, and community organizations. CSD is implementing the program in 64 elementary, middle, and high schools over a four-year period. Dr. Marshall outlined that the key study hypotheses compare changes made by those in treatment schools to those in control schools in the following areas:

- Student character traits, behavior, and achievement levels
- Parent attitudes about key school climate traits
- Staff attitudes about key school climate traits
- Implementation of the key components of the CHARACTERplus process
- Level of district support for implementation of character education in schools.

The project is being implemented in 16 schools each year for a total of 64 schools.

Dr. Marshall discussed challenges and barriers:

- Maintaining school commitment, especially for schools implementing in subsequent years. The staff addressed this barrier by letting the schools know it is important to collect data even though they are not yet receiving the services.
- Keeping schools on track by having the treatment schools participate in all treatment activities and control schools not implement the same or similar activities. Video conferencing increased the percentage of professionals attending sessions.



- Obtaining IRB approval to collect data and complete the research. The staff obtained passive consent, as opposed to active consent, because the large numbers of students would make active consent costly and time-intensive. Building trust between the researchers and the IRB helped facilitate IRB approval.
- Educating others about the difference between research and evaluation, specifically helping people understand that the project is research-driven, and that complete and valid data are critical to the project. Educating participants about the value of research and helping them understand that their participation will help influence, local, State, and national policy about future educational decisions.
- Linking treatment-specific outcomes to student achievement is difficult since State assessments often change, data measured in the spring are not available until the fall, data are not available in statistically friendly formats, and data might only be available at a school level.
- Principals who collected data on student behavior do not know it is easy and rebel against it. Furthermore, IRB requirements of active consent to obtain individual scores add to the problem.

There was some discussion regarding whether this design was a true randomized experiment or a quasi-experiment. Dr. Marshall said that he understands that an experimental design randomly assigns students to either treatment or control schools. Since he is randomly assigning schools, not students, he believes it is a quasi-experiment. Dr. Ricky Takai, commissioner of the National Center for Education Evaluation and Regional Assistance of ED's Institute of Education Science, joined Dr. Muñoz, and Dr. Flay pointing out that random assignment and random selection are different and since Dr. Marshall randomly selected schools and performed random assignment at the school level, they believed the design was a true experiment. The complete PowerPoint presentation is in Appendix F.

### **Alliance City Schools – Ms. Christine Nardis, Project Director**

Ms. Nardis stated that the project began in 2001-2002, when the district received a Department of Health and Human Services planning grant that provided the support to conduct a needs assessment of students, teachers, and community leaders, elicit community support, and design a program. Using a character education grant, the district implemented a program that targeted grades K-8 with approximately 2,400 students in six buildings. The numbers for the comparison and control groups are very close. The secondary population targeted by the grant was 23,100 residents of Alliance, which is a microcosm of a big city and has the highest crime rate per capita in the State.

Outcomes measured by the evaluation included:

- Student attitudes toward the applications of character and perceptions of school
- Student behaviors
- Teacher, staff, and administrator perceptions of student character and behavior
- Teacher, staff, and administrator perceptions of the penetration of character principles in the school
- Teacher attitudes toward teaching
- Community attitudes toward character principles
- Teacher and staff reports of parent involvement in the schools.

The evaluation design consists of a longitudinal analysis of: (a) student, teacher, staff, administrator, and community attitude change, and (b) student behavior change and a quasi-experimental comparison group wait-list design. In Year 1, full implementation occurred in two schools and in Year 3 implementation begins in the remaining two schools. Student data are collected each fall and subsequent spring on each new fourth-grade cohort in all schools. Each spring thereafter, the survey is repeated as the youth move through the 5th, 6th and 7th grades. Baseline survey data were collected from the 4th grade in February 2003. Since individual students are not identified or tracked, they can use passive consent.

Evaluation and assessment challenges include:

- Obtaining a ruling on whether passive consent would be appropriate for students in this project. The University of Akron's IRB approved this protocol.
- Timing of student surveys, because February is the month in which the State emphasizes proficiency testing, thus many schools do not take time to administer surveys. Many surveys were returned in late March after spring break.

Assessment successes included:

- Teachers' support in pre-testing, critiquing survey items, and providing continuous feedback each time the survey was administered to students
- Support from the superintendent, who was instrumental in cooperating with the passive consent permission letters.

Ms. Nardis responded to a question about how school culture affects the results by saying that project staff were mindful of school culture when designing the program. She stressed that it was important to know the community and noted that the project has a strong community component.

Ms. Nardis also answered a question about the extent to which teacher feedback impacts student surveys and how that would impact the evaluation longitudinally. She responded that the project has changed very little. Appendix G contains the complete PowerPoint presentation.

### **Orange County Department of Education – Dr. Doug Grove, Evaluator**

Dr. Grove delivered a presentation about why and how the Orange County Department of Education established its own IRB; however, he emphasized that he was not trying to encourage anyone to set up an IRB.

When the district was notified about ED funding, they realized IRB approval was needed but lacked support from the local university IRB. Project staff did not utilize the entire planning year to design strategies and obtain IRB approval. As the only evaluator in the office, Dr. Grove sent out 20 letters to recruit IRB members and received 12 confirmations. IRB training was conducted with the assistance of an attorney. Dr. Grove summarized key issues in developing an IRB:

- Obtaining legal support help
- Communicating with, and receiving support from, Jeffrey Rodamar, protection of human subjects coordinator, at ED
- Reviewing sample IRB policies and a sample research protocol
- Obtaining support from the district superintendents.

One challenge has been replacing IRB members who move and maintaining a stable group of alternates. When faced with doing this again, Dr. Grove would investigate renting an IRB because the time spent locating and training members took away from research. Additionally, he would consider partnering with a university, although that presents challenges because the university would not assume responsibility for the IRB approval.

Dr. Grove answered a question about whether the IRB ever achieved consensus. He replied that during the first meeting the group established the priority of creating a culture and IRB members were motivated because they wanted to be part of the research process. Appendix H contains the complete PowerPoint presentation.

### **Key question 1: What are the key issues and challenges in evaluating character education grants?**

Dr. Berreth requested that participants consider key question 1 and Exhibit 1 presents the participants' responses. Additionally, Dr. Berreth requested that the participants provide more in-depth explanations of several issues and challenges. Those responses can be found in subsequent exhibits.

<p style="text-align: center;"><b>EXHIBIT 1</b></p> <p style="text-align: center;"><b>EVALUATION ISSUES AND CHALLENGES</b></p>
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| <ul style="list-style-type: none"> <li>• Being unprepared for regulatory hurdles, such as the IRB process, after investigators wrote the grant and obtained funding (For more in-depth responses see Exhibit 2)</li> <li>• Collecting baseline characteristics of schools versus characteristics of individual students and staff (For more in-depth responses see Exhibit 3)</li> <li>• Using active versus passive consent, e.g., bias for obtaining only active consent, and strategies for aggressively achieving active consent (For more in-depth responses see Exhibit 4)</li> <li>• Operationalizing “gold standard” and the language we use when we talk about design</li> <li>• Contending with changing conditions and threat to the evaluation design of a large-scale project (For more in-depth responses see Exhibit 5)</li> <li>• Risking data contamination across conditions in various environments (For more in-depth responses see Exhibit 5.)</li> <li>• Understanding the difference between research and evaluation (For more in-depth responses see Exhibit 6.)</li> <li>• Implementing a program with fidelity (For more in-depth responses see Exhibit 7)</li> <li>• Coping with the demand characteristics of data collection</li> <li>• Accounting for attrition characteristics of lost sample and effects</li> <li>• Overcoming a lack of staff support.</li> </ul> |
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<p style="text-align: center;"><b>EXHIBIT 2</b></p> <p style="text-align: center;"><b>ISSUES AND CHALLENGES REGARDING PREPARATION FOR REGULATORY HURDLES</b></p>
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| <ul style="list-style-type: none"> <li>• Some universities obtain IRB approval prior to submitting the grant. Perhaps the Federal government could provide a brief overview of the IRB process, when to obtain it, or integrate it into the grant writing and submitting process for project directors and school personnel. IRB language intimidates school systems, and they do not write grants that are sufficient for an IRB approval. An article in the <i>Journal for Character Education</i> addresses this issue.<sup>2</sup></li> <li>• To renew the IRB requires researchers to do so eight weeks prior to expiration. If it is submitted ahead of time, approval still may not be granted. For example, if the name of your project is changed, that is an IRB hurdle, but it really should not affect data collection.</li> <li>• How does the ED feel about corporate IRBs, which are usually more responsive to client needs? Does anyone have experience with them?</li> <li>• Are there any statistics about school districts with IRBs? After the grant eligibility shifted to local school districts, more districts are considering creating their own IRB.</li> <li>• Each university has a different IRB process; IRB is a culture at the university level but for most school districts it is totally new. Perhaps receiving IRB approval should be built into the grant application.</li> </ul> |
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<sup>2</sup> See Sherblom, S. (2004) Issues in conducting ethical research in character education, *Journal of Research in Character Education*. 1(2).

**Exhibit 3**  
**Issues and Challenges Regarding Baseline Data and Characteristics**

- Baseline characteristics are important when discussing outcome data. Without baseline data, a study will not meet the standards for scientifically based research.
- Baseline is a gold standard when collecting individual data differences must be addressed. Often treating something as a covariant may not be sufficient.
- The scale in which these grant evaluations must be done is complex and more expensive than medical research. How feasible is it working at the school level to meet all the standards of rigorous research? Doing anything near gold standard with the money allotted for evaluation in these grants is impossible, even though this is what ED expects.
- We have students nested in classrooms and classrooms nested in schools. A small sample size at the school level will not work because one must check for similarity on different levels.
- We do have a large-scale study. Analyzing data by school, statistical power goes almost to 0; analyzing data by student often yields a strong statistical power. How do researchers balance research design with statistical power?
- There is concern about the credibility of the evidence. The term “gold standard” implies that there is a silver standard and the fundamental question is what is the silver standard? Random assignment at the school level, and random assignment of schools demand a large number of schools and money set aside in the grant.
- The grant application in 2002 had two choices in design while this year there are four designs. Evidence-based is mentioned more than 100 times in NCLB. The definition was left to the ED which is trying to determine what the term means. An evidence-based design needs to show that an intervention is working.
- Attempting to answer questions that assess the impact of random assignment is important. Random assignment is possible but it might be difficult at either the school or grade level.
- Some States have decision-making councils in each school that might accept the project. You have to find one that is willing and then find a comparison school.
- What does it do to implementation when schools have not bought in?
- What is an acceptable effect size? Even something small to researchers might be a big difference to a student. It is right to raise the issue of gold standard. Quasi-experimental design, used to be respected and acceptable 10-20 years ago because it would yield data about impact but now has fallen into disfavor.
- No one should think that randomized trials with schools are impossible. Education had moved away from it because many argued that it is impossible, but now we are reconsidering it.
- Carrying out a quasi-experimental design (QED) well is at least as hard as doing an experimental design. Experience shows that experimental research is more accurate than quasi-experimental design. What counts as good QED? Similar issues apply to experimental designs (e.g., contamination, attrition). The only difference in QED is that it is easier to develop a comparison group than it is to convince teachers and superintendents to accept random assignment.
- In some projects, schools were randomly selected and placed before they signed on, which was part of the recruitment process.
- A randomization issue in medical research is how to ethically assign someone to the non-treatment group. How can you withhold possibly helpful treatment?

**EXHIBIT 4**  
**ISSUES AND CHALLENGES REGARDING CONSENT**

- There is a concern that those who did not provide consent were the ones who most needed the intervention. Additionally, there are research reports that find those who do not give consent are at higher risk. The medical model is driving research but for most studies passive consent is fine. ED has not addressed this issue.
- ED is reluctant to weigh in on passive versus active, which is the responsibility of the IRB. There is no checklist and both perspectives make a point for their case. Some projects used active consent on advice from ED, however students at risk often were not included in the research. Conversely, many students wanted to participate in the survey but their parents did not give consent.
- The common rule specifically requires active consent but the head of the department can waive any or all of the common rule. In general, the IRB does not want to take risks.
- Some States have specific items that cannot be asked if using passive consent.
- Constant communication with principals is vital to obtain active consent. Principals want all the curricula on display in the offices for parents.
- When sending the active consent forms home, teachers play an important role in making it a priority for the students. There is high variation of return rates at the classroom level which is indicative of the classroom climate.
- Data collectors can become consent form managers.
- Reach out directly to parents through school community councils, but there is concern that parents not be pressured, in violation of their rights.

**EXHIBIT 5**  
**ISSUES RELATED TO CONTAMINATION OF DATA**

- Sites with randomization within the school can easily result in contamination among control groups because in the average school other programs may address character. Thus, a teacher in the control group may ask for information and the researchers must decide if the information should be available.
- Teachers, principals, and students change schools or new teachers may integrate some elements of character education, or the district may change school boundaries.
- Vertical teaming is a major issue for teachers and to implement a program they need to know why they are doing it. Project directors share what they are doing with teachers and parents, and teachers and parents share with others. This discussion is healthy, but it is not healthy for evaluation.
- There is concern for teachers who teach a program one year but not the following year. They might not be teaching the formal curriculum, but they may use the knowledge and strategies the next year.
- Some projects stated that no other programs (e.g., DARE) are emphasized during involvement with this research. Teachers should continue, not expand, what they are doing. It can be tracked with scheduled surveys and, unannounced direct observation in program and control classrooms several times a year.
- Teacher reports do not align with classroom practices.
- Unannounced and long blocks of observation help but they are expensive.
- Determining the study design is important. The treatment students receive in the study group is different from that received by students in the control group. The evaluator and project director should discuss what treatment, if any, the control group is getting. The difference in treatment should be as sharp as possible between treatment and control.

**EXHIBIT 5 (CONT.)**  
**ISSUES RELATED TO CONTAMINATION OF DATA**

- The treatment may manifest itself differently in how students of different ages respond to the same survey. In a longitudinal study, there may be an effect as a result of the students' developmental progress. Third graders taking questionnaires and their ability to test on things that are relevant to character education is worrisome; it might be better to start with 4th grade.
- Contamination is one way designs break down; even randomized designs can break down as the structure of schools can change. Tom Cook has written about how to guard against contamination and provides useful suggestions such as collecting baseline data. Using a quasi-experimental design with randomized controlled trials will help maintain the validity of the research.
- Staff mobility is an indicator of change.
- In longitudinal studies, receptivity to research increases over time; at first students take the survey as if it were a test and become more casual in subsequent surveys but those changes are never detected.

**EXHIBIT 6**  
**RESPONSES TO RESEARCH VERSUS EVALUATION**

- From the regulatory standpoint, doing something in an unsystematic manner does not count as research under the common rule.
- The same standards are applied to the design. However, the question is, "Are the standards the same and should they be?"
- The biggest difference is that practitioners are not trained to make recommendations to a superintendent. The audiences, style, and language are different.

**EXHIBIT 7**  
**RESPONSES TO IMPLEMENTATION OF PROGRAM FIDELITY**

- Some evaluators and project directors have proactive conflict because the evaluator addresses implementation issues. The evaluator should be involved in the grant writing process. The evaluation report should address operational definitions training of data collectors and instructions provided to teachers. The problem is the rigidity of the research with the desired flexibility of the program.
- Using an external evaluator on an in-depth project was new to the schools. What were the challenges and solutions?
  - A project leader who is not familiar with evaluation but must report to a higher authority in the school makes it difficult to implement an evaluation or the research.
  - This is an issue that occurs in all evaluations because school-based professionals' perceptions and culture are different. Evaluator should assume the role of providing an orientation about evaluation. Evaluators use a gold standard to judge a program's effectiveness but others do not share that view.
  - The researcher or evaluator needs to be integral from the beginning. One approach is that the evaluator is part of the team, not external to the team.
  - Researchers work better when they are knowledgeable about the program and its people, and those people understand the researcher's role as professionals complement each other.

## **Discussion of Complex Issues in Evaluation Design**

Dr. Moore presented a session on Issues in Complex Evaluation Design and stressed that research efforts have not made scientific contributions to resolving pressing education problems, operationalizing scientifically based research, or identifying appropriate evaluation methodologies. Dr. Moore cited a 2001 report by Boruch, De Moya, and Snyder that stated of 84 evaluations and studies supported by the ED in FY2000, there was one randomized controlled trial, 51 needs assessments, 49 program implementation or monitoring evaluations, and 15 non-randomized impact evaluations.

Dr. Moore reviewed the designs consistent with scientifically based research:

- Randomized controlled trials
- Quasi-experimental designs with carefully matched comparison conditions
- Regression discontinuity with repeated measures before and after intervention
- Single-subject such as multiple baseline, treatment reversal, or interrupted time series.

The most challenging issues regarding scientifically based research are definitional, philosophical, and pragmatic issues. Dr. Moore concluded with the question, “Why has education not adopted a more experimental approach to knowledge generation?” Dr. Moore’s PowerPoint presentation is in Appendix I. The points raised by participants to Dr. Moore’s presentation are in Exhibit 8.

<b>EXHIBIT 8</b>	
<b>COMPLEX ISSUES IN EVALUATION DESIGN</b>	
	<ul style="list-style-type: none"><li>• Obtain support from the teachers unions so teachers can complete the surveys and participate in the research.</li></ul>
	<ul style="list-style-type: none"><li>• Opportunities for correlational studies as building blocks are lost. We need to examine the status of the character education knowledge base, which ranges from anecdotal evidence to randomized controlled trials. Is it time to look at outcomes and impact?</li><li>• There is a question about how long it takes to see student outcomes thus how early we should begin character education with children. By the time they reach kindergarten, character is established.</li><li>• Are there common logic models for character education? If there are several logic models, are there commonalities?</li><li>• To what extent has character education looked to related fields for outcome measures? Character education draws a lot from prevention research.</li><li>• Are there actually added costs to conducting randomized controlled trials?</li><li>• Goals not established at the outset of a study can product research that is not useable or valid. Operationalizing character at the start of the project is essential.</li></ul>



**EXHIBIT 8 (CONT.)**  
**COMPLEX ISSUES IN EVALUATION DESIGN**

- What is the audience for the publication? Many project directors have education and not evaluation backgrounds. Is it the academics or the project directors who need to apply the findings?
  - Researchers do not understand that educators are not concerned about outcomes, other than those that focus on academic achievement.
  - Researchers need to examine outcomes to determine if funding makes a difference.
- Process outcomes are helpful to schools and require collecting different types of data. Does the ED view that both process evaluations and research are important?
- The Institute of Education Science (IES) is struggling with process research. A mandate was set, but now we are reviewing how the field is coping with the mandate. We should not back away from the high standards but we need to hear from program directors what it is like in a school to make research realistic. The practitioner needs to meet the theory.
  - IES is focusing on the four designs but there are components within ED that are focusing on implementation and process studies.
- Any good evaluation includes measures of implementation and process which is the difference between efficacy and effectiveness studies.
- During the 1960s and 1970s, the focus moved from randomized controlled trials to program evaluation. Traditional research does not allow for modification whereas in program evaluation the opposite is true, but the result is no fidelity of data. Perhaps articulating the distinction between types of research is needed, each with legitimacy, and funded accordingly.
- Investigating the underlying processes and measure also is important. Who will fund it all?

**March 12, 2004**

**Review of March 11, 2004 Proceedings**

Ms. McKay thanked everyone for coming and restated the goals of the meeting then introduced Mr. Paul Kesner, director, character, civic and correctional Education, OSDFS, who introduced Mr. Bill Modzeleski, associate deputy undersecretary, OSDFS. Dr. Takai discussed the various evaluations standards.

**Legal Issues**

Ms. Ellen Campbell, deputy director, Family Policy Compliance Office, ED and Mr. Jeffrey Rodamar, protection of human subjects coordinator, Office of Chief Financial Officer, ED discussed legal issues related to conducting research. Ms. Campbell talked about the two laws her office administers: the Family Educational Rights and Privacy Act (FERPA) which deals with education records, and the Protection of Pupil Rights Amendment (PPRA), the parents' rights amendment. It is important that grantees are aware of the information needed on a student and share that with school officials. Previously, active consent was required if a child was required to take a survey. It is important to

make clear that all surveys are voluntary, not only to the child, but also to the parent. New requirements stipulate what must be sent to parents regarding surveys<sup>3</sup>. The new amendment to PPRA requires that schools provide parents an opportunity to review the survey, even for passive consent, which is acceptable if handled properly. For example, if a survey asks questions in eight specific areas, active consent is required. One such survey item for character education might ask if the student has ever done something he or she should not have: a survey containing that item requires active consent. Mr. Modzeleski remarked that he and Ms. Campbell have discussed the issue of voluntary participation, especially in studies involving drugs. He recommends erring on the side of caution.

Dr. Workman pointed out that under the common rule, the idea of consent is a misnomer; one either has consent or a waiver of consent. The common rule and PPRA are largely overlapping but where there is no overlap, one should follow the stricter rule. Participant reactions to this discussion included:

- These changes reinforced actions taken by IRBs such as explicitly stating in the letter to parents that the survey was voluntary, training data collector how to communicate with students that the survey is voluntary, and avoiding embarrassment among students who do not take the survey.
- There are obstacles to collecting district disciplinary referrals data because district officials felt that such data was too defined and that it was possible to identify the student, which is especially important in this era of accountability. Possible solutions for overcoming this challenge were:
  - Using data collectors not affiliated with the school or district
  - Placing teacher surveys in sealed envelopes and assuring teachers that no one in the school will see the responses.
- Principals who are not willing to share information also have teachers who are reluctant to provide information connected to performance.
- Students feel that everything they do in school is a requirement, thus they are reluctant to believe that a survey is voluntary. Possible solutions include:
  - Provide students who do not want to participate in the survey another activity, give them the opportunity to leave the room, or go to the back of the room
  - Instruct data collectors to have the teacher remain in the room, sit at a desk or in the front in the corner, and not walk around the room. Students are then assured that data collectors do not look at their responses, avoiding intimidation.

---

<sup>3</sup> For more information see [www.ed.gov/policy/gen/guid/fpco/httopics/idx.html?expo=0](http://www.ed.gov/policy/gen/guid/fpco/httopics/idx.html?expo=0)

- Ask data collectors to take a test for IRB certification, which is required by some IRBs. The certification helps data collectors understand the requirements for human subjects research. It is not clear when or if it will be a requirement for all grantees.

**Key question 2: What recommendations can be offered to help accomplish evaluation requirements for Partnerships in Character Education grants?**

Dr. Berreth asked the participants for suggestions about evaluating Partnerships in Character Education grants. The suggestions provided are in Exhibit 9.

<b>EXHIBIT 9</b> <b>SUGGESTIONS FOR EVALUATING PARTNERSHIPS IN</b> <b>CHARACTER EDUCATION GRANTS</b>	
1. The RFP should:	<ul style="list-style-type: none"> <li>• Mandate that projects use a highly qualified evaluator or researcher who understands how to conduct the research requested by the department. Perhaps institute a planning period in which project staff develop a partnership with an evaluator.</li> <li>• Continue to recommend external independent evaluator to help the department build character education knowledge based on rigorous research.</li> <li>• Use evidence-based literature and research in writing the proposal.</li> <li>• Discuss the importance of a mixed-method design to evaluate project implementation and the use of qualitative data to help interpret quantitative data.</li> <li>• Explain how gold standard research will be a competitive priority.</li> <li>• Emphasize that budgets should be appropriate for the type of research or evaluation required by the department.</li> <li>• Suggest that the researchers and evaluators be involved in developing and writing the proposal.</li> <li>• Clarify the current language that addresses involving the independent evaluator in decision-making for the project. For example, at what point, how early, and where can evaluator be involved?</li> <li>• Clarify if the priority is not to do rigorous research and doing so does not give competitive advantage.</li> <li>• Clarify what should be done during the planning period, e.g., what are the objectives of the planning year.</li> <li>• Strengthen the RFP by adding deliverables as part of the annual report requirement.</li> <li>• Reaffirm the use of different evaluation methodologies, and caution against assuming the medical model of treatment and evaluation because education is different than the doctor and patient relationship.</li> </ul>
2. Develop online training modules about FERPA and PPRA requirements, how to apply for IRB clearance, and provide guidance about when character education is part of normal education practices (which is important under the common rule for exempt research).	
3. Establish a central IRB that would not substitute for local IRB approval, but to help grantees document their processes.	
4. Support more programmatic research of character education.	

<b>EXHIBIT 9 (CONT.)</b> <b>SUGGESTIONS FOR EVALUATING PARTNERSHIPS IN</b> <b>CHARACTER EDUCATION GRANTS</b>	
5.	Revisit the definition of character education, what role it has in public education, and identify the knowledge gaps that prevent the field from moving forward.
6.	Commission a theoretical paper, written by both academics and practitioners, that will outline the history of character education and broad theories, and their implications for defining character education.
7.	Consider balancing the monetary requirements for research with those of the program.
8.	Design a logic model that connects accountability in reading, writing, and mathematics with outcomes for character education.
9.	Help practitioners answer questions about how to begin developing a relationship with an evaluator.
10.	Provide first-year grantees additional support through conferences or monthly telephone calls to share tools and discuss issues.
11.	Provide IRB training for new grantees; the concept of gold standard research and outside independent evaluators are in conflict.
12.	Develop Web-based research to practice information for parents and administrators.
13.	Help clarify the differences in core purposes perceived by State education agencies and parents.

Ms. McKay introduced Ms. Donna Muldrew, liaison to the First Lady from ED, who is working with teacher groups on NCLB.

The final part of the evaluation sessions involved the participants sharing their thoughts about what should be included in a CETAC evaluation publication. Participants were divided into the two groups—district-level professionals and those not affiliated with a grant, and evaluators. The responses are in Exhibit 10.

<b>EXHIBIT 10</b> <b>PARTICIPANT SUGGESTIONS FOR THE CETAC EVALUATION PUBLICATION</b>	
<b>District-level Professionals and Those Not Affiliated with a Grant</b>	<b>Evaluators</b>
<ul style="list-style-type: none"> <li>• Reflect what practitioners and project directors need to know when talking to teachers and parents</li> <li>• Write in laymen's language</li> <li>• Define terms such as research-based, character education, and randomization</li> <li>• Discuss the benefits (e.g., data-driven decision-making, advance policy, inform instruction and practice) an evaluation will have for the greater community</li> <li>• Discuss constructs for measuring character education outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Define the audience for the publication as grantees and new grantees</li> <li>• Include indicators and measures</li> <li>• Provide and summarize resources and link for new and potential grantees</li> <li>• Develop a "where to begin" manual with worksheets to create ideas</li> <li>• Include a glossary</li> <li>• Explain and illustrate logic models</li> <li>• Provide a flow chart with a sequence of steps once the grantee obtains a grant</li> <li>• Provide templates for permission letters</li> </ul>

<b>EXHIBIT 10 (CONT.)</b> <b>PARTICIPANT SUGGESTIONS FOR THE CETAC EVALUATION PUBLICATION</b>	
<b>District-level Professionals and Those Not Affiliated with a Grant</b>	<b>Evaluators</b>
<ul style="list-style-type: none"> <li>• Provide illustrative character education cognitive and academic outcome indicators</li> <li>• Describe what requests evaluators will have for practitioners</li> <li>• Explain the four methodological designs and what each one entails for the practitioner</li> <li>• Provide a suggested budget (e.g., evaluation should involve 10-50% of the budget)</li> <li>• Provide an overview of the IRB process and give guidelines</li> <li>• Explain when, how, and where to find an evaluator</li> <li>• Discuss evaluator's role and responsibilities (e.g., member of a team)</li> <li>• Provide suggestions for reporting and disseminating results</li> <li>• Provide examples of letters and permission forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Help readers focus on and use assests and resources within the project, the classroom, building, district, and community at large</li> <li>• Provide suggestions about how to cope with negative or unexpected results</li> <li>• Explain the role and responsibilities of an external evaluator and why it is important to develop trust.</li> </ul>

### **Summary and Next Steps**

Dr. Berreth and Ms. McKay expressed their appreciation to everyone for their openness and willingness to trust. Mr. Kesner also thanked the participants for taking time to attend the meeting, and noted that the ED and CETAC staffs value their contributions. He quoted T.S. Elliot: "We will not cease from our exploration until we have come back to where we started and recognize that place."

## **Appendix A**

### **Agenda**



**U.S. Department of Education**

Character Education and Civic Engagement Technical Assistance Center

*Setting the north star for  
our children to live and learn*

# AGENDA

***Grant Evaluation Meeting  
Hilton Crystal City  
Washington DC  
March 11-12, 2004***

- Meeting Outcomes:**
1. Receive information regarding evaluation designs of current Partnerships in Character Education grants
  2. Discuss evidence-based evaluation designs
  3. Engage conversation regarding key issues in conducting scientifically-based evaluation in Partnerships in Character Education grants
  4. Offer recommendations for staff, grantees, and the field to help accomplish evidence-based evaluation in character education
  5. Provide input into evaluation brochure to be published by CETAC

## THURSDAY – MARCH 11<sup>TH</sup>

### **Rappahannock Room**

- |           |  |
|-----------|--|
| 1:00-2:15 | <b>Welcome, Celebration and Overview</b>   |
| 1:00-1:15 | Ms. Debbie Price – Deputy Under Secretary<br>U.S. Department of Education- Office of Safe and<br>Drug-Free Schools |
| 1:15-1:30 | Dr. Eugene Hickok<br>Acting Deputy Secretary – U.S. Department of<br>Education                                     |

## THURSDAY – CONT'D

- 1:30-145      **Overview of Partnerships in Character Education  
Program legislation, Program Goals and Objectives**  
Ms. Linda McKay  
Senior Advisor to the Deputy Under Secretary  
OSDFS – Character Education & Civic Engagement  
U.S. Department of Education
- 1:45-2:00      **Introduction to the Character Education and Civic  
Engagement Technical Assistance Center**  
Dr. William Moore  
Caliber Associates
- 2:00 –2:15      **Format and Guidelines for our Work**  
Dr. Diane Berreth, Facilitator  
Association for Supervision and Curriculum  
Development
- 2:15-3 :30      **Grantee Presentations on Key Issues in Evaluation**  
Ms. Christine Nardis, Alliance City Schools and Dr.  
Peter Leahy, University of Akron  
Ms. Liz Gibbons, CHARACTERplus, CSD, St. Louis,  
MO, Dr. Sarah D. Caldwell, Evaluator and Dr.  
Jon Marshall, Evaluator  
Ms. Sheila Koshewa and Dr. Marco Muñoz, Jefferson  
County Public Schools  
Dr. A. J. Pease, Uintah School District, Dr. Brian Flay  
and Dr. Don Workman, UIC  
Dr. Doug Grove, Orange County Department of  
Education
- 3:30 – 3:45      **Break**
- 3:45-5:30      **Key Questions: What are key issues in evaluations  
of these grants? What challenges have been faced  
in meeting the evaluation requirements?**  
Dr. Diane Berreth, Facilitator  
All



## THURSDAY – CONT'D

5:30-6:15

**Extended Break**

6:15-7:45

**Dinner and Discussion of Complex Issues in  
Evaluation Design**

Dr. William Moore

7:45-8:00

**Framing Tomorrow's Work**

Dr. Diane Berreth, Facilitator

Ms. Linda McKay

## FRIDAY – MARCH 12TH

### **Rappahannock Room**

9:00-9:15

**Recap of Day 1**

Dr. Diane Berreth, Dr. William Moore,

Ms. Linda McKay

9:15-9:45

**Evaluating the Effectiveness of Character  
Education Programs/Q&A**

Dr. Ricky Takai, U.S. Department of Education

9:45-11:00

**Reflections and Key Question: What constitutes a  
strong evaluation design vision for character  
education programs?**

Dr. Diane Berreth, Facilitator

All

11:00-11:15

**Break**

## FRIDAY, CONT'D.

11:15-12:30

**Key Question: What recommendations can be offered to help accomplish the evaluation requirements for Partnerships in Character Education grants?**

Dr. Diane Berreth, Facilitator  
All

12:30-1:30

**Lunch**

1:30-2:45

**Discussion: Based on our discussion yesterday and today, what should be included in a CETAC publication focused on evaluation?**

Dr. Diane Berreth, Facilitator  
All

2:45-3:00

**Summary and Next Steps**

Ms. Linda McKay & Mr. Paul Kesner U. S. Department of Education  
Dr. William Moore



## **Appendix B**

### **Participant List**



**U.S. Department of Education**

Character Education and Civic Engagement Technical Assistance Center

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## **PARTICIPANT LIST**

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***Hilton Crystal City***

***Washington, DC***

***March 11 – 12, 2004***

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## **Appendix C**

### **Meeting Evaluation**





**U.S. Department of Education**

Character Education and Civic Engagement Technical Assistance Center

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## FEEDBACK FORM

### ***CETAC Evaluation Meeting March 11-12, 2004 (n=13)***

Please complete the following feedback form so that we may determine the effectiveness of this meeting and better prepare for future meetings.

1. Please indicate the extent to which the following meeting objectives were **achieved**. Use the following scale: 1=not at all; 2=minimally; 3=mostly; 4=fully):

- |   |                      |
|---|----------------------|
| a. Received information regarding evaluation designs of current Partnerships in Character Education grants.<br>Comments:                                | <b>3.5</b> (average) |
| b. Discussed evidence-based evaluation designs.<br>Comments:  | <b>3.6</b>           |
| c. Engaged in conversation regarding key issues in conducting scientifically-based research in Partnerships in Character Education grants.<br>Comments: | <b>3.9</b>           |
| d. Offered recommendations for staff, grantees, and the field to help accomplish evidence-based evaluation in character education.<br>Comments:         | <b>3.8</b>           |
| e. Provided input into the evaluation brochure to be published by CETAC.<br>Comments:   | <b>4</b>             |

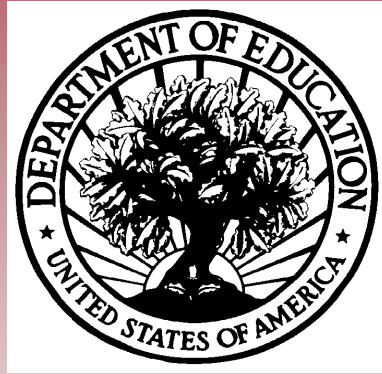
2. Please rate the **quality** of the following on a scale of 1 to 4 (1=poor; 2=satisfactory; 3=good; 4=excellent):
- a. Participant folders/resource materials: **3.7**  
Comments:
- b. Meeting organization: **4**  
Comments:
- c. Key questions: **3.9**  
Comments:  
▪ **Focused, well-passed.**
- d. Hotel accommodations and overall meeting room facilities (e.g., room size, meals atmosphere, etc.): **3.7**  
Comments:
- e. Overall meeting: **4**  
Comments:
3. Please rate the **preparedness** of the facilitator on the following aspects using a scale of 1 to 4 (1=poor; 2=satisfactory; 3=good; 4=excellent):
- a. Knowledge about the content of the meeting: **3.8**
- b. Background and experience related to the content of the meeting: **3.6**
- c. Ability to facilitate meeting: **3.9**
- d. Overall rating of the facilitator: **3.9**  
Comments:  
▪ **Outstanding job!**  
▪ **Excellent facilitation with a tough group.**  
▪ **Some comments edged close to being “put-downs.”**
4. Which discussion(s) was most useful to you?
- **Key issues in evidence-based research.**
  - **Research design discussions of contamination.**
  - **Design evaluation.**
  - **Philosophical Issues.**
  - **IRB.**
  - **Discussion on recommendations, when each of the participants had 2 minutes to speak.**

5. What other information would have been useful to you for this meeting?
  - **Analysis of four basic designs associated with RFP.**
  - **Information on human subjects protection requirements.**
  - **Review of the good research in character education.**
6. What recommendations do you have for future meetings?
  - **Talk for about specifics related to randomized controlled trials.**
  - **Discussion of the key literature findings in character education.**
  - **In depth discussion of design options, designs, technical approaches. Let experts debate issues and come to consensus. More focus on terminology and evaluation purpose(s). Often tended to get too broad trying to satisfy too many needs.**
  - **Theory paper – character education as priority.**
  - **Have more program people.**
7. Additional comments:
  - **Pleased to see the shared challenged of researchers/practioners – we are not alone.**
  - **Unclear whether these discussions will have influence. Feels four designs are written in stone.**



**Appendix D**  
**Overview of Partnerships in Character**  
**Education Program**  
**Ms. Linda McKay**

# U.S. Department of Education



Partnerships in Character  
Education Program



# PCEP

- Funding Authorized by Congress in 1994
- Pilot Demonstration Grants to implement character education
- Approximately \$8 million per year



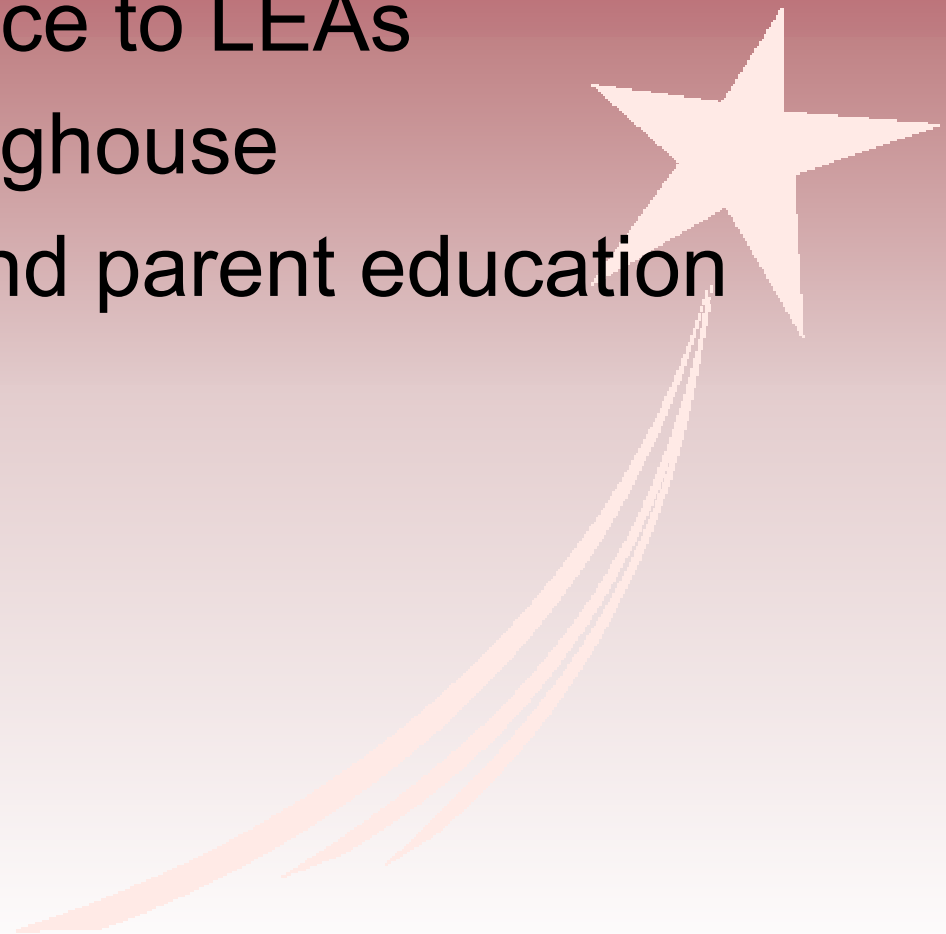
# PCEP Legislation (94)

- Only State Educational Agencies eligible
- Specified elements of character
- 45 states and DC received awards
- Involve parents, students & community
- Curriculum & instruction practice



# PCEP Legislation (94)

- Technical Assistance to LEAs
- Establish a Clearinghouse
- Teacher training and parent education





# PCEP Legislation (94)

- Factors of success
  - Decrease in:
    - discipline problems



# PCEP Legislation (94)

- Factors of success:
  - Increase in:
    - student academic performance
    - participation in extracurricular activities
    - parental & community involvement
    - faculty & administration involvement
    - student & staff morale



# PCEP Reauthorization

- No Child Left Behind Reauthorized
- Funding Increased to \$25 million per year



# PCEP Reauthorization

## KEY POINTS OF REAUTHORIZATION

- State & Local Educational Agencies
- Character elements suggested
- Integrated into classroom instruction
- State academic content standards



# PCEP Reauthorization

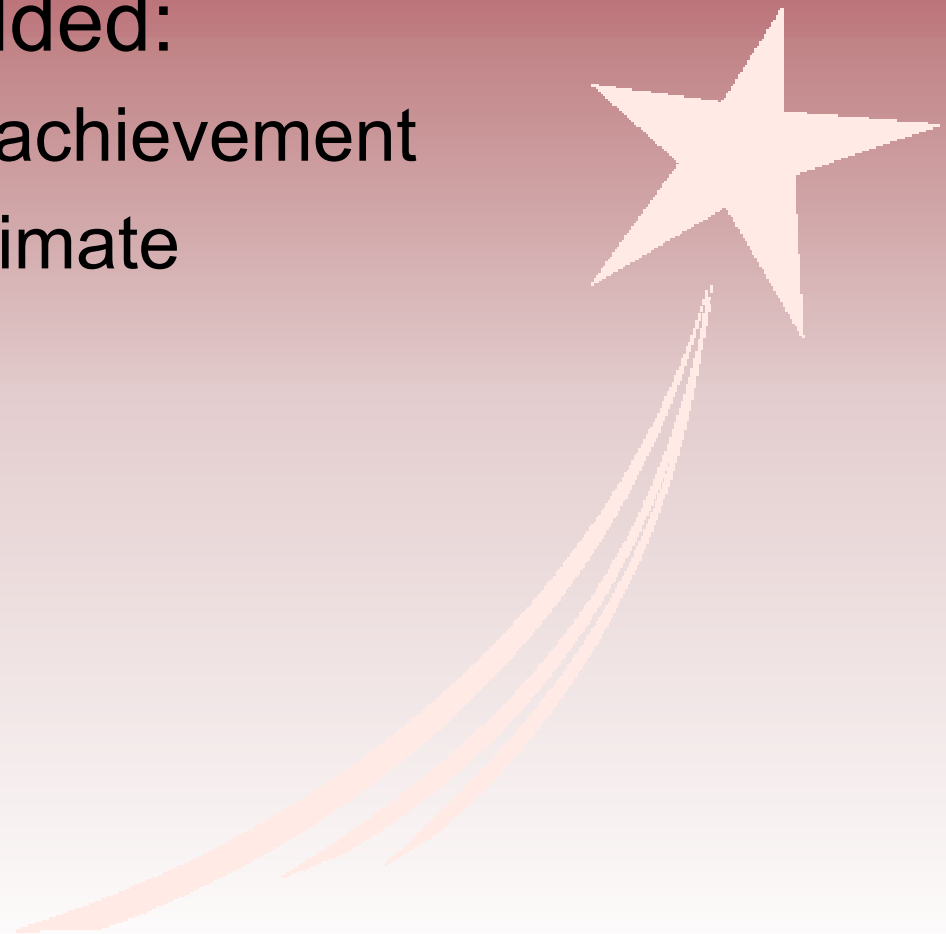
## KEY POINTS OF REAUTHORIZATION

- Educational reform
- Scientifically based research
- Students with disabilities specifically included
- Eliminated clearinghouse requirement



# PCEP Reauthorization

- Success factors added:
  - Student academic achievement
  - Improved school climate



# PCEP Reauthorization

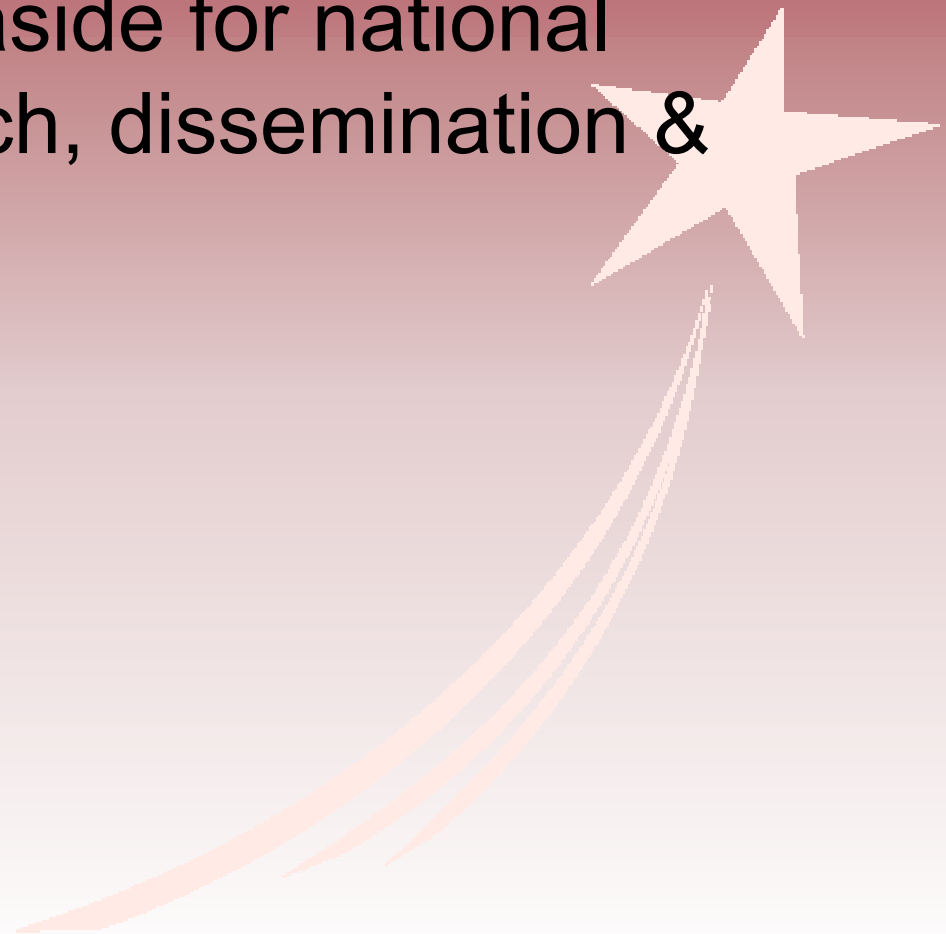
Since 2002

- 5 SEAs
- 42 LEAs



# PCEP Reauthorization

- Established a set aside for national activities in research, dissemination & evaluation



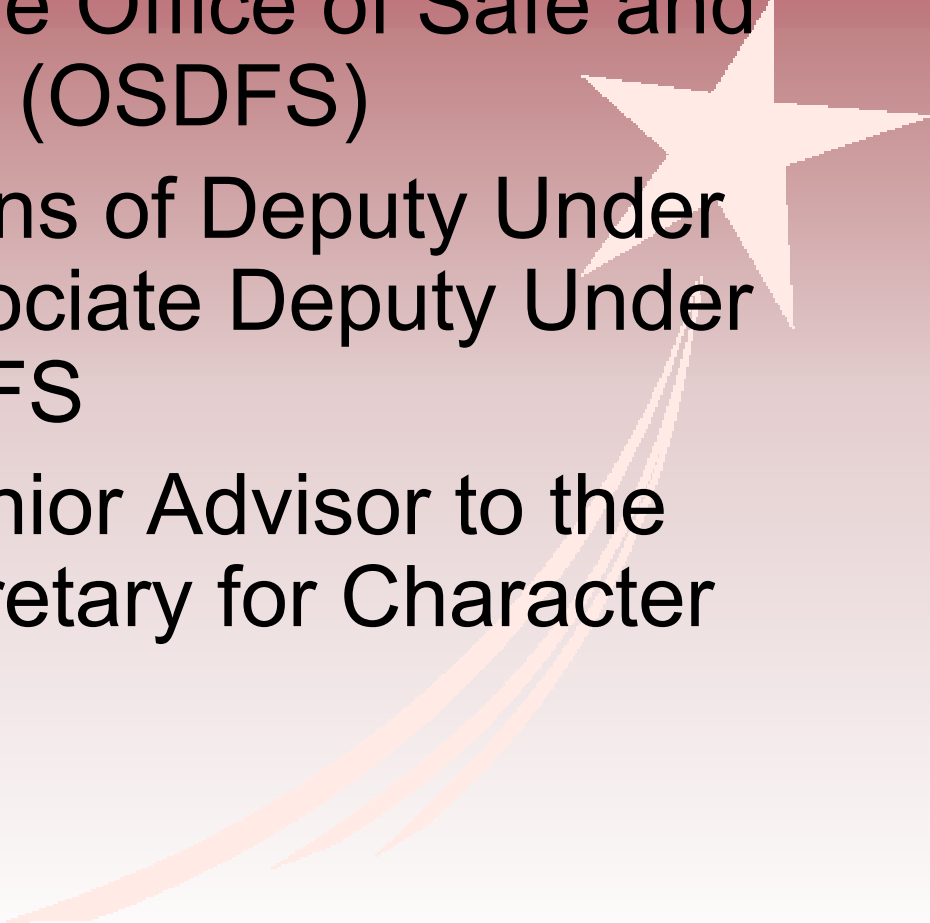


# 2003 Events

- Developed plan to support the U.S. Department of Education's Strategic Objective 3.2—"Promote strong character and citizenship among our nation's youth"



# 2003 Events

- Establishment of the Office of Safe and Drug-Free Schools (OSDFS)
  - Established positions of Deputy Under Secretary and Associate Deputy Under Secretary for OSDFS
  - Appointment of Senior Advisor to the Deputy Under Secretary for Character Education
- 

# 2003 Events

- Director of Character, Civic & Correctional Education Programs
- Hired Character Education Program Specialist



# 2003 Plan

- What Works Clearinghouse evidence-based study of Character Education
  - 1<sup>st</sup> study of the Clearinghouse



# 2003 Plan

- Support of Institute of Education Sciences
  - 8 Social & Character Development Grants



# PCEP FY 2004

- 2004 grant package is now available
- Nearly \$2.5 million available for new awards
- Plan to make between 6-9 new awards
- Application Due Date: 9 April 2004



# Publications

- Establish the written word for Character Education
- ED publications on Character Education
  - Review of state pilot grant reports
  - Evaluation to guide the field
  - Key topics and issues in character education
  - Fact sheets relating CE to NCLB



# CETAC

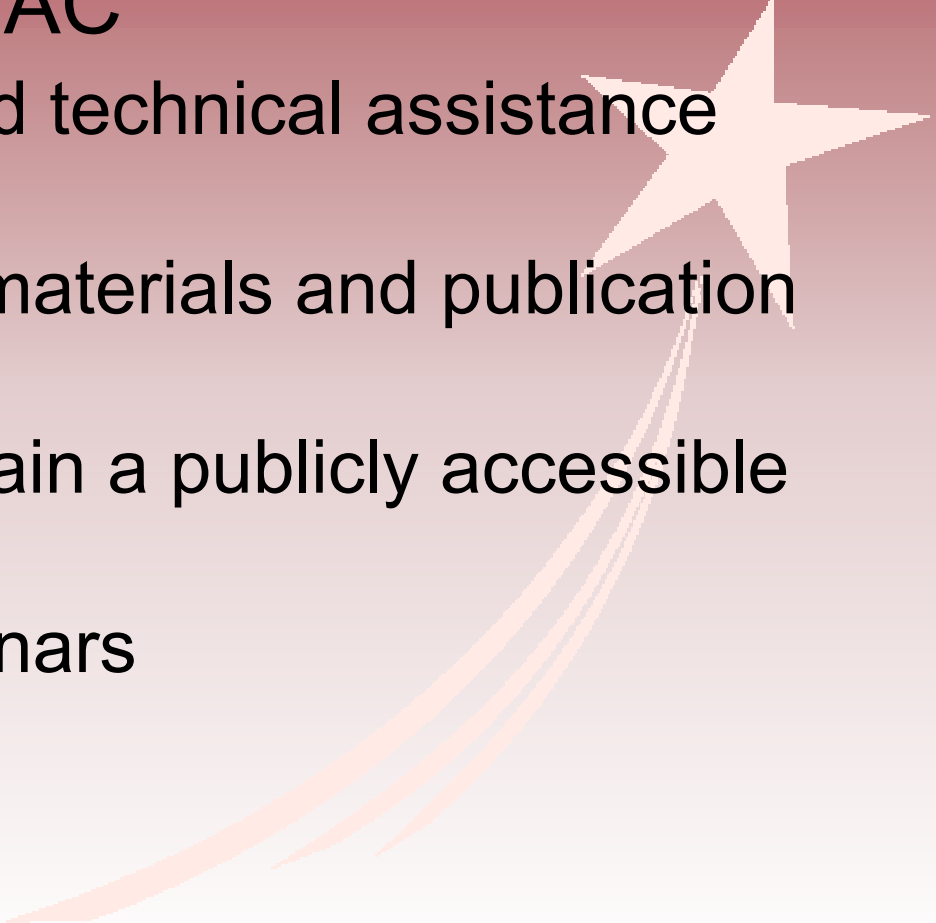
- Establishment of Center for Character Education & Civic Engagement
- Partners
  - US Dept of Education—OSDFS
  - Caliber Associates, Inc.
  - Association for Supervision and Curriculum Development (ASCD)
  - Character Education Partnership (CEP)





# CETAC

## Key Activities of CETAC

- Provide training and technical assistance for grantees
  - Develop resource materials and publication on CE
  - Develop and maintain a publicly accessible Website
  - Meetings and seminars
- 

**Setting the North Star for our  
children to live & learn**



**Appendix E**  
**Introduction to the Character Education**  
**and Civic Engagement Technical Assistance**  
**Center (CETAC)**

# Introduction to the Character Education & Civic Engagement Technical Assistance Center

U. S. Department of Education,  
Office of Safe and Drug Free  
Schools



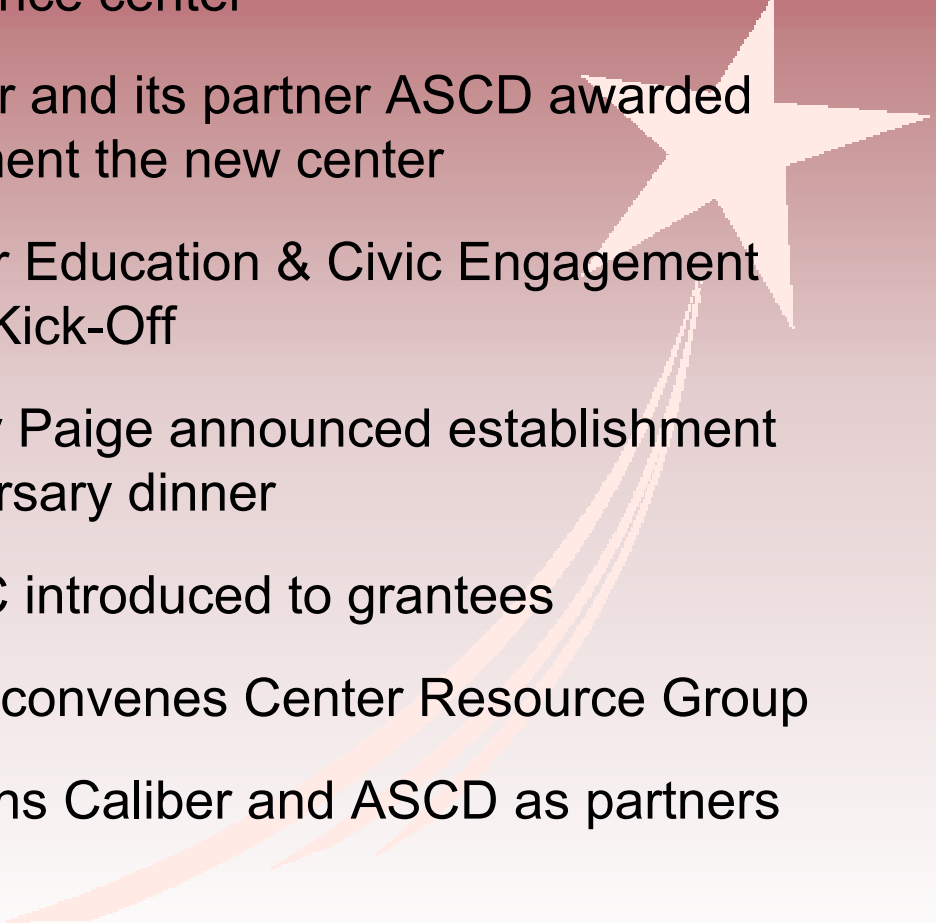
Caliber Associates, Inc.  
Association for Supervision and Curriculum Development  
Character Education Partnership  
March, 2004

# CETAC Partners

- US Department of Education, Office of Safe and Drug Free Schools
- Caliber Associates, Inc.
- Association for Supervision and Curriculum Development (ASCD)
- Character Education Partnership (CEP)



# Background

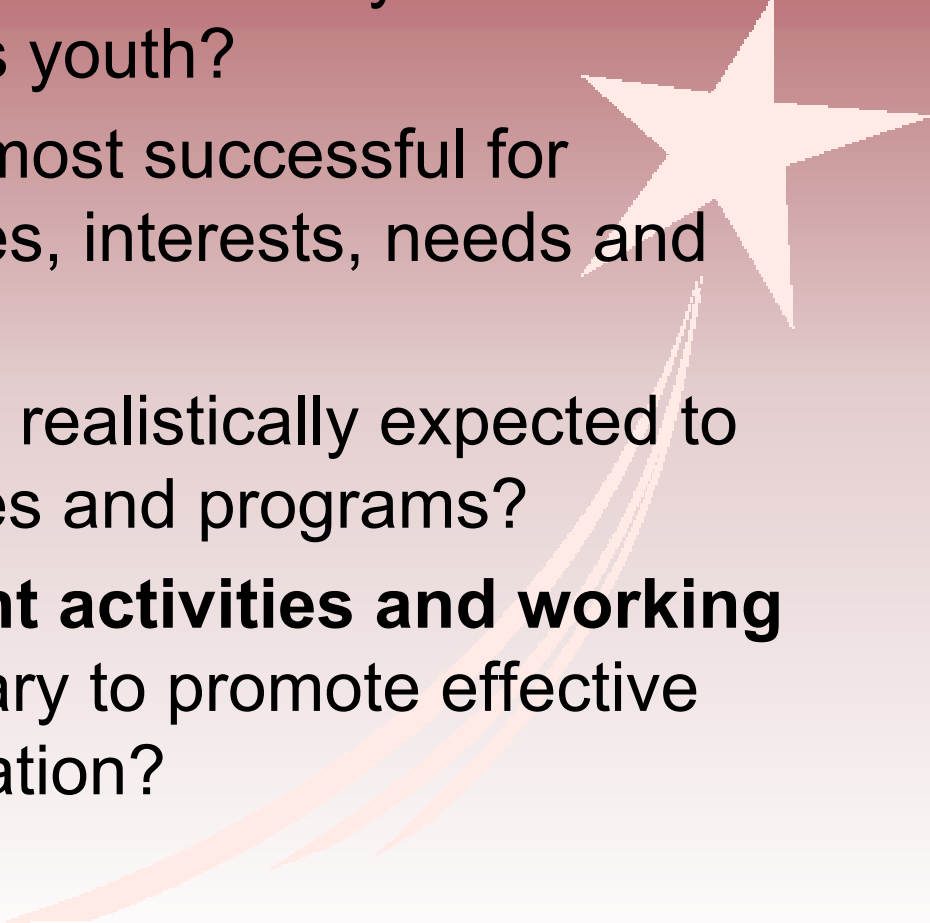
- **August 6, 2003**...RFP issued by the Department of Education to create and implement a character education and civic engagement technical assistance center
  - **September 29, 2003**...Caliber and its partner ASCD awarded contract to design and implement the new center
  - **October 13, 2003**...Character Education & Civic Engagement Technical Assistance Center Kick-Off
  - **October 16, 2003**...Secretary Paige announced establishment of CETAC at CEP 10<sup>th</sup> anniversary dinner
  - **December 12, 2003**...CETAC introduced to grantees
  - **January, 14, 2004**....CETAC convenes Center Resource Group
  - **February 10, 2004**....CEP joins Caliber and ASCD as partners in CETAC deliverables
- 

# Rationale for CETAC

- Increased support to grantees
- Information to the field and need for ED publications
- Field evolution and expansion
- Healthy debate about CE processes and associated outcomes
- Stage of development warrants center



# Important Questions Need Clear Answers: The Work of CETAC

- What is character education and why is it important to our nation's youth?
  - What **approaches** are most successful for students of different ages, interests, needs and backgrounds?
  - What **outcomes** can be realistically expected to result from CE processes and programs?
  - What **staff development activities and working conditions** are necessary to promote effective CE program implementation?
- 

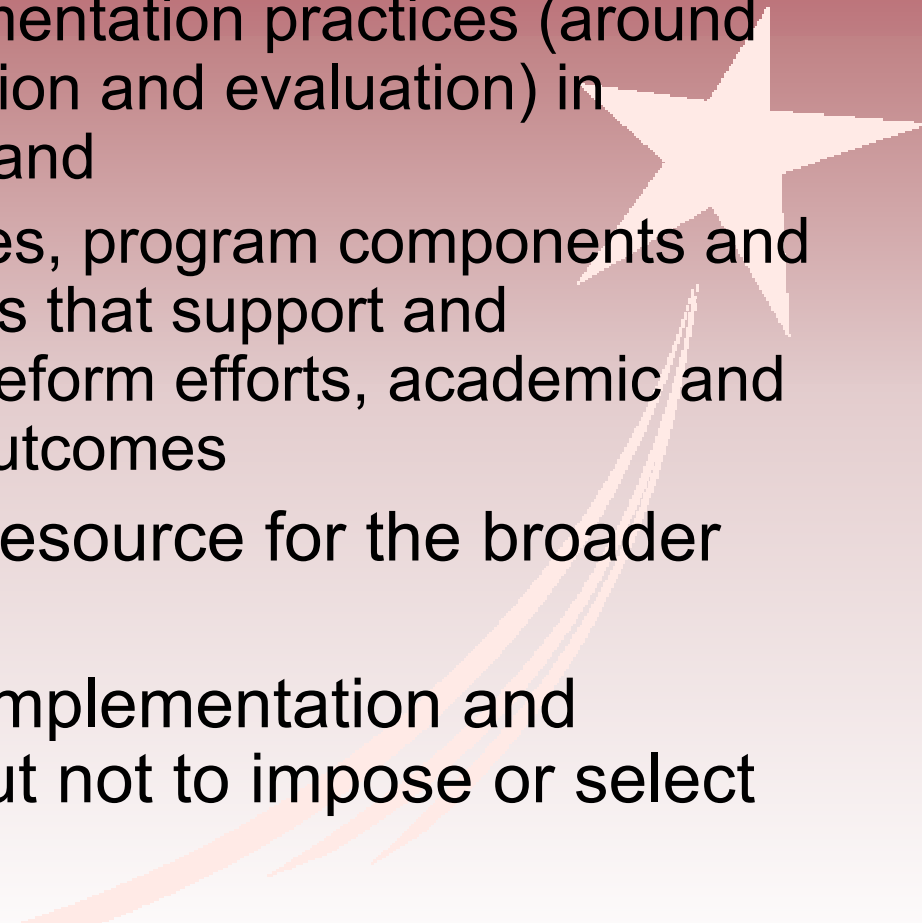


# Grantee Needs Guide the Work of the Center

- Surfacing the challenges through needs assessment process
- Known needs
  - Identifying and selecting core components of effective models
  - Successfully implementing and sustaining proven practices in character education
  - Effective evaluation of the implementation and impact of CE programs



# Purpose of CETAC

- To provide grantee administrators with information on:
    - effective grant implementation practices (around program implementation and evaluation) in character education, and
    - effective CE processes, program components and instructional strategies that support and compliment existing reform efforts, academic and youth development outcomes
  - To serve as a central resource for the broader education community
  - To foster high quality implementation and evaluation practices but not to impose or select CE programs
- 

# Key Activities of CETAC

- Provide training and technical assistance for grantees
- Develop resource materials and publications on character education
- Develop and maintain a publicly accessible website
- Meetings and seminars



# Training and Technical Assistance Services

- Guided by grantee needs
- Designed to build grantee capacity for sustained effective programming
- Focused on the primary grantee activities of program implementation and evaluation
- Tailored to grantee needs using a mix of different technical assistance methods



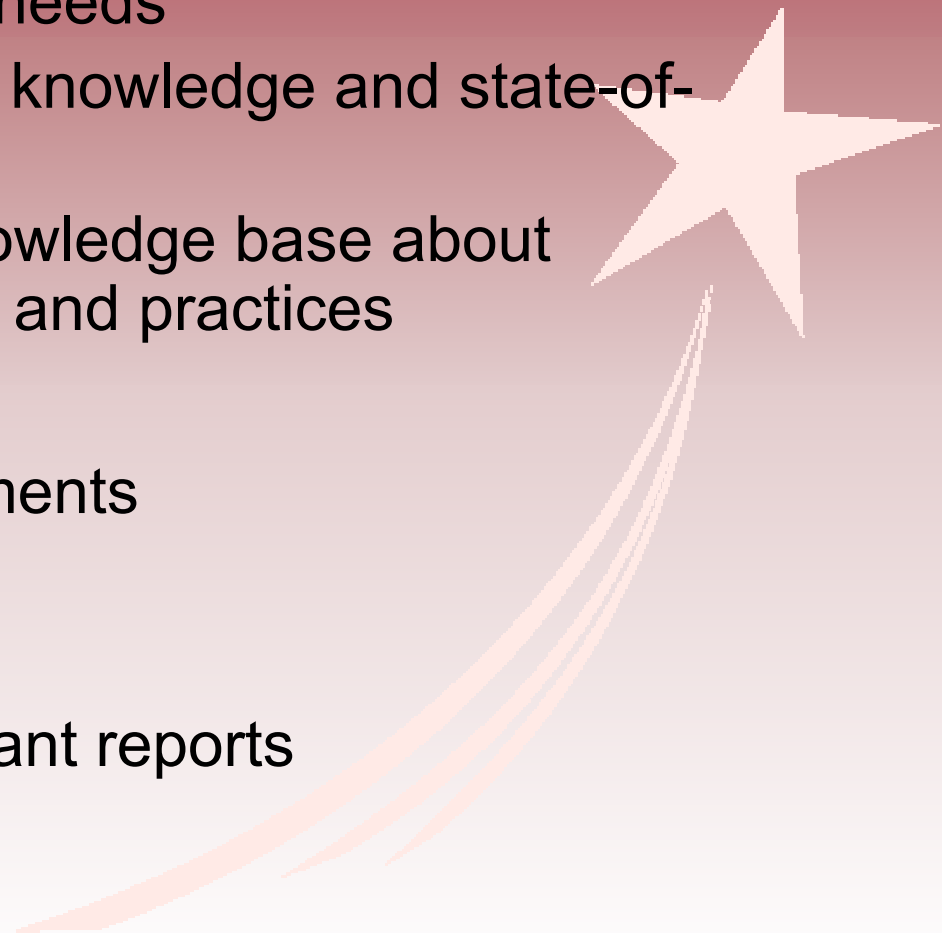
# Publications

- **Intent:**

- To support training/TA needs
- To disseminate current knowledge and state-of-the-art practices
- To contribute to the knowledge base about effective CE processes and practices

- **Types:**

- Training-specific documents
- Fact Sheets
- Brochures
- Review of state pilot grant reports
- Monograph



# ***CETAC On-Line Website***

Serves three fundamental purposes

- Grantee resource and learning center
- Information dissemination
- Collaboration and communication vehicle

. . . and has four key features:

- CETAC Resource Center
- News and Events
- Grantee and CRG Work Zone
- Site Tools
- [www.cetac.org](http://www.cetac.org)





★ Home

★ About CETAC

★ Resource Center

★ News & Events

★ Contact Us

★ Site Map

You Are Here: [CETAC Home](#)

## Welcome to the Character Education and Civic Engagement Technical Assistance Center (CETAC)!



Welcome to the Character Education and Civic Engagement Technical Assistance Center (CETAC) website, CETAC Online! Sponsored by the U.S. Department of Education's (ED) Office of Safe and Drug Free Schools (OSDFS), CETAC Online provides State program administrators, local educators, and the public with information on character education and civic engagement, as well as strategies that support academic goals and other reform efforts. CETAC Online contains information for users on programs, legislative changes, current research, news and events. CETAC's objective is to provide technical assistance on implementing effective character education and civic engagement to U.S. Department of Education--Partnerships in Character Education Program grantees and to serve as a resource for grantees, educators, parents, and the community at large.

To find out more about the Partnerships in Character Education program, click [here](#).

**Contact CETAC Staff** Have a question, comment or suggestion for the CETAC staff?

### Recent CETAC News and Events

[the short title of the news](#) - Jan 9, 2004  
this is a test description.

[CETAC Website Announces](#) - Dec 16, 2003  
The CETAC Website is live now!

[OSDFS Announces](#) - Dec 15, 2003  
The Character Education and Civic Engagement Technical Assistance Center is established and sponsored by the department of Education's office of Safe and Drug Free School.

[CETAC First Publication](#) - Dec 15, 2003  
CETAC First Publication has been Posted on the CETAC Website. The was generated based on the study on 100 middle schools in the northeast area of US.

5 entries | [More News & Events](#) | [Event Calendar](#)

### Search

[Go](#)  
Keyword, Publication, Etc.  
[More Search Options](#)

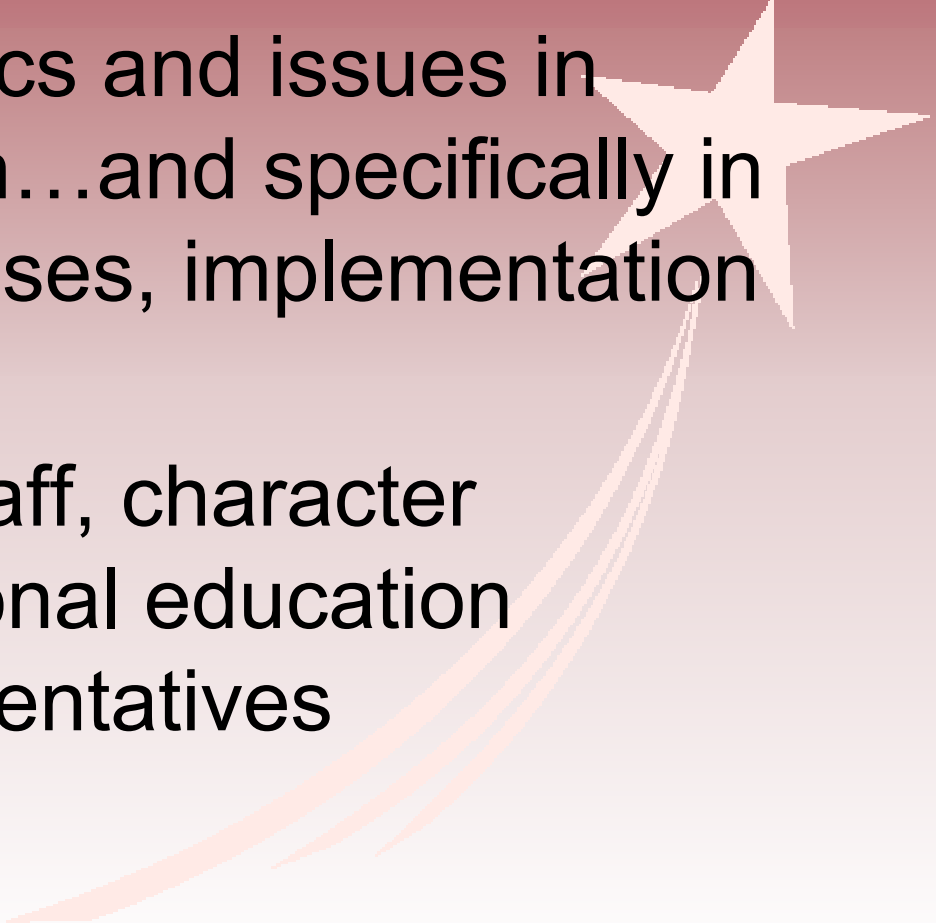
### Work Zone Online

User Id:   
Password:  [Go](#)  
[About Work Zone](#)  
[Forgot Your Password?](#)

### Page Tools

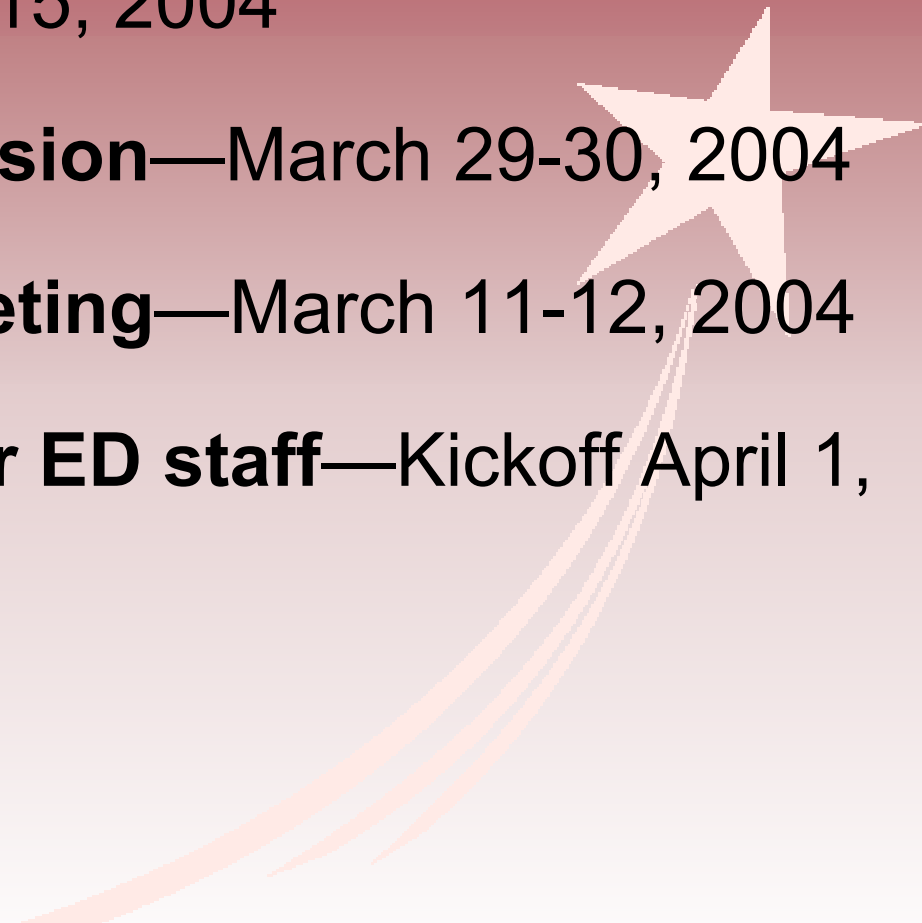
[E-Mail](#) | [Print Page](#)

# Meetings and Seminars

- Meetings for ED and CETAC staff to identify the key topics and issues in character education...and specifically in effective CE processes, implementation and evaluation
  - Seminars for ED staff, character education and national education organization representatives
- 



# Meetings and Seminars

- **CRG Meeting**—Jan 14-15, 2004
  - **National Listening Session**—March 29-30, 2004
  - **CETAC Evaluation Meeting**—March 11-12, 2004
  - **Speaker's Sessions for ED staff**—Kickoff April 1, 2004
- 

**Appendix F**  
**Missouri CHARACTER<sup>plus</sup>®**  
**Implementation Project**

# Missouri CHARACTER<sup>plus</sup><sup>®</sup> Implementation Project

Director

**Liz Gibbons**

[lgibbons@csd.edu](mailto:lgibbons@csd.edu)

---

Researchers

**Jon C. Marshall**

[joncmarshall@aol.com](mailto:joncmarshall@aol.com)

**Sarah D. Caldwell**

[sdcaldwell@aol.com](mailto:sdcaldwell@aol.com)

Coordinator

**Jeanne Foster**

[jfoster@csd.edu](mailto:jfoster@csd.edu)

**See [showmecharacter.org](http://showmecharacter.org) web site for more information**

# Key Hypotheses (Research Questions)

- **Students** in treatment schools will demonstrate statistically significant ( $p \leq .05$ ) positive change in key **character traits** compared to students in control schools.
- **Students** in treatment schools will demonstrate statistically significant ( $p \leq .05$ ) positive change in **behavior** as compared to students in control schools.
- **Students** in treatment schools will demonstrate statistically significant ( $p \leq .05$ ) positive change in **achievement** levels than students in comparison schools when other factors are controlled.

# Key Hypotheses (Continued)

- **Parents** in treatment schools will demonstrate statistically significant ( $p \leq .05$ ) positive change in key **school climate** traits as compared to parents in control schools.
- **Staff** in treatment schools will demonstrate statistically significant ( $p \leq .05$ ) positive change in key **school climate** traits as compared to parents in control schools.
- Treatment schools will demonstrate statistically significant ( $p \leq .05$ ) positive change in **implementation** of the key components of the CHARACTER*plus* program as compared to control schools.
- Treatment schools will obtain high levels of **district support** for implementation of character education as compared to control schools.

# Focus - Experimental Implementation of Character Education Project in 64 Schools

## ■ Project Components [*Treatment*]

- ❑ CHARACTER*plus* Ten Essentials
- ❑ PIR Databased Planning
- ❑ Parent, Staff, Student, Implementation Assessment in February
- ❑ Student Behavior Tracking (continuous)
- ❑ June Training [*Content and Databased Process*]
- ❑ Networking Sessions During the Year
- ❑ Continuous Coaching During the Year



Integrated program

Surveys

Referral Form

Training



# Model

- **Random sample of schools stratified into four groups:**
  - **16 Elementary Schools** 4
  - **16 Junior High or Middle Schools** 4
  - **16 Senior High Schools** 4
  - **16 Secondary Schools** 4
- **4 schools from each group (16 total) randomly placed to begin treatment each year**
- **Extra schools were randomly selected as alternates to substitute for districts or schools choosing not to participate**

# Design

## Selection & Placement

Random

<u>FY2003</u>	<u>FY2004</u>	<u>FY2005</u>	<u>FY2006</u>
0 T1	0 T2	0 T3	0 T4

Random

0 C1	0 T1	0 T2	0 T3
------	------	------	------

Random

0 C1	0 C2	0 T1	0 T2
------	------	------	------

Random

0 C1	0 C2	0 C3	0 T1
------	------	------	------

0 – means survey data collected February of each year

T – means treatment year

C – control group year





# Sampling

- **Stratified random sample of schools**
- **Districts stratified by socioeconomic level and size based on previously published study of the state**
- **Random samples drawn by district to represent both high and low socioeconomic levels (only for representation)**
- **Randomly selected two to four schools per district depending on the size of the district**

# Number of Surveys Collected First Year

<b>Survey</b>	<b>T2003</b>	<b>T2004</b>	<b>T2005</b>	<b>T2006</b>	<b>Total</b>
<b>Parent [26% return]</b>	276	343	183	327	1,128
<b>Staff</b>	313	339	500	407	1,559
<b>Student [4, 8, 11]</b>	986	1,054	1,278	1,443	4,761
<b>Implementation</b>	361	374	549	461	1,745

# Survey Factors (Outcomes)

*A - Autonomy*  
*B - Belonging*  
*C - Competence*

## ■ Students

- ❑ Students' Feelings of Belonging
- ❑ School Expectations
- ❑ Autonomy & Influence
- ❑ Altruism
- ❑ Feeling of Competence
- ❑ Parent Involvement

## ■ Staff

- ❑ Students' Feelings of Belonging
- ❑ School Expectations
- ❑ Staff and Parent Relations
- ❑ Staff Culture
- ❑ School Leadership

# Survey Factors (Outcomes)

## ■ Parents

- ❑ **Students' Feelings of Belonging**
- ❑ **School Expectations**
- ❑ **Parent & Staff Relations**
- ❑ **School Quality**
- ❑ **Parent Involvement**

## ■ Implementation

- ❑ **Organized by the *Eleven Principles of Effective Character Education***
- ❑ **Items based on the:**
  - **Eleven Principles**
  - **Ten Essentials**

---

# Student Behavior Tracking Form

- **Data collected for each student office referral:**
  - **Date - Grade Level - Time of Incident**
  - **Reason for referral based on 27 possible reasons divided into four categories:**
    - **Acts Against Persons**
    - **Acts Against Property**
    - **Failure to Comply**
    - **Unauthorized Possession**

# Key Barriers 1

- Obtaining and keeping school commitment. **[This is ongoing.]**
- Keeping schools on track – treatment schools participate in all treatment activities and control schools not implement the same or similar activities.
- IRB – obtain IRB approval to collect the data needed to successfully complete the research.

# Key Barriers 2

- Educating others of the difference between research and evaluation. Getting people to understand that the project is research-driven and that complete, valid data are critical to the project (unlike most program evaluations). **[This is ongoing.]**
- Educating participants in the value of research – that participation in the project is an opportunity, not only locally, but in the influence of state and national policy – that, as scientific-based research the results will be shared at the state and national levels and can impact future educational decisions. **[This is ongoing].**

# Key Barriers 3

- Linking treatment specific outcomes to student achievement. State testing often changes; data measured in the spring are not available until the fall; data are in a format that may be statistically unfriendly; and typically available only at the school level. IRB requirements of active consent to obtain individual scores, adds to the problem.
- Collection of parent, staff, and student data in 64 schools state-wide during February.
- Collection of student behavior data.



# Resistant Barriers

- Obtaining and keeping school commitment.
- Educating others of the difference between research and evaluation. Getting people to understand that the project is research-driven and that complete, valid data are critical to the project (unlike most program evaluations).
- Educating participants in the value of research – that participation in the project is an opportunity, not only locally, but in the influence of state and national policy – that, as scientific-based research the results will be shared at the state and national levels and can impact future educational decisions.

---

# Final Note

***This research project is a change paradigm for most of the participants. Participants are excited to be selected to participate in a large scale research project. However, it is difficult for them to internalize the importance they play in obtaining valid research data. Participants have not been part of research-driven experiences prior to this project.***

**Appendix G**  
**Alliance for Character Training (ACT)**



# Alliance for Character Training

Christine Nardis

Alliance City Schools

Dr. Peter J. Leahy

Institute for Health and Social Policy

University of Akron

# ACT Program History

- 2001 SPRANS Planning Grant—Dept. of Health and Human Services
  - Completed needs assessment (student, teacher, community, community leader surveys)
  - Elicit community support and need for community backing
  - Designed program and assessment mechanism during 2001-2002 school year
- 2002 Partnerships in Character Education Grant
  - Six month planning period (October 2002 – April 2003)
  - Began implementation approximately in April 2003 (web page, radio); however, many activities did not begin until after this point (in-services, supplies in buildings, etc.)

# ACT Program Description

- Character education program for grades K-8.
  - Approximately 2,400 students in six buildings
    - 4 elementary schools, one middle school, one K-8 Catholic school
  - Students from Alliance City Schools and Regina Coeli/St. Joseph Catholic School
- Secondary population-City of Alliance, Ohio
  - Approximately 23,100 residents within Alliance
  - Microcosm of a large city (dynamics)
    - Highest crime rate per capita in the entire state

# Purpose of the Evaluation

- Monitor whether the “character education message” is being received by all staff in all schools
- Measure changes in student attitudes toward school, moral principles, and risks as the program unfolds
- Measure changes in student behaviors (attendance, discipline, reported crime rates)
- Raise community awareness of character issues

# Key Questions Evaluation was Designed to Answer

- Do attitudes improve more among students/staff/administrators in schools with ACT treatment versus schools without treatment?
- Do attitudes (of students/staff/administrators) improve more over time in treatment versus comparison schools?
- Do student behaviors change vis-à-vis prior trends and over time? (in comparison versus treatment schools)



# Key Questions Evaluation was Designed to Answer (*continued*)

- Does the community appear to be more knowledgeable about character issues by the conclusion of the program?
- Do school staff perceive kids to have more positive attitudes? To exhibit more socially-approved behaviors?
- Do parents become more involved in their child's school?

# Key Outcomes Measured in the Evaluation

- Student attitudes toward applications of character (ex. responsibility, caring) and perceptions of school
- Student behaviors (grades, discipline, crime)
- Teacher/Staff/Administrator perceptions of student character and student behavior
- Teacher/Staff/Administrator perceptions of the penetration of character principles in the school

# Key Outcomes Measured in the Evaluation (*continued*)

- Teacher attitudes (toward the profession)
- Community (Alliance) attitudes toward character principles
- Teacher/staff reports of parent school involvement

# Evaluation Design

- One group longitudinal analyses of student, teacher, staff, administrator and community attitude change.
- Longitudinal analysis of student behavior change
- Quasi-experimental comparison group “wait list” design. Two schools receive full implementation in Year 1. The remaining two schools enter full implementation in Year 3.

# Quasi-Experimental Study

Building	Treatment	Staff #	Enrollment
Northside Elementary	Year 1	42	448
Parkway Elementary	Year 1	29	236
Regina Coeli/St. Joseph	Year 1	21	221
Rockhill Elementary	Year 3	43	486
South Lincoln Elementary	Year 3	53	414
*Alliance Middle School	Year 1, but not part of this study	100	773

# Quasi-Experimental Study: Student Surveys

- Student data collected each fall and subsequent spring on each entering fourth grade cohort (index grade) in all schools.
  - 4<sup>th</sup> grade chosen because in the middle of age group (K-8) and readability levels are appropriate.
- Each spring thereafter survey is repeated as the youth move through the 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades.
- First baseline survey collected, 4<sup>th</sup> grade, Feb. 03.
- We are preparing to complete surveys this spring with the 4<sup>th</sup> and 5<sup>th</sup> grade students.

# Quasi-Experimental Study: Staffing and Enrollment

Building	Treatment	Staff #	Enrollment	4 <sup>th</sup> grade #	5 <sup>th</sup> grade #
Northside Elem.	Year 1	42	448	74	80
Parkway Elem.	Year 1	29	236	34	42
Regina Coeli/St. Joseph	Year 1	21	221	32	26
Rockhill Elem.	Year 3	43	486	90	77
S. Lincoln Elem.	Year 3	53	414	43	43

# Quasi-Experimental Design

## 2003-2004 School Year Enrollment

Treatment Group vs. Comparison Group

905

908

Students

Students

*Northside Elem.*

*Rockhill Elem.*

*Parkway Elem.*

*South Lincoln Elem.*

*Regina Coeli/St. Joseph*



# Student Surveys

- Survey-38 questions (*see packet*)
- Classroom teachers distribute surveys and envelopes to students and students return completed surveys in sealed, unmarked envelopes to better insure confidentiality in responses.
- Individual students are not identified or tracked.
- A passive consent letter is sent home to parents by the school superintendent prior to the survey.

# Student Survey Timeline

Date of Student Survey	Who will be surveyed?
<i>Spring 2003 (February 18, 2003)</i>	<i>All 4<sup>th</sup> grade students (baseline)</i>
<i>Fall 2003 (October 21, 2003)</i>	<i>All 4<sup>th</sup> grade students</i>
<i>Spring 2004 (March 31, 2004)</i>	<i>All 4<sup>th</sup> and 5<sup>th</sup> grade students</i>
Fall 2004	All 4 <sup>th</sup> grade students
Spring 2005	All 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> grade students
Fall 2005	All 4 <sup>th</sup> grade students
Spring 2006	All 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , & 7 <sup>th</sup> grade students

**Figure 1**  
**Survey Administration by School Year and Entry Cohort**

<u>Grade</u>	<u>School Year</u>									
	02-03		03-04		04-05		05-06		06-07	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Grade 4		C1	C2 → C2		C3 → C3		C4 → C4		C5 → C5	
Grade 5				C1		C2		C3		C4
Grade 6						C1		C2		C3
Grade 7								C1		C2
Expected N		215*	246*	541	295	833	249	1082	250	1000

\* Actual surveys

# Teacher/Staff Survey

A survey of school staff, administrators, and teachers will be first administered in spring 2004 and executed yearly thereafter. Questions are from the CHARACTER<sub>plus</sub><sup>TM</sup> surveys from the St. Louis Cooperating School Districts, which are being used with the permission of Dr. Jon C. Marshall and Dr. Sarah Caldwell.

# Stark Poll 2003-Community Survey

- A representative telephone survey of over 1400 Stark County households conducted in May 2003 by The University of Akron.
- Character questions measured citizen perceptions of character issues and the importance of teaching character in the classroom.
- The same questions will be repeated in 2006.

# Additional Data

- EMIS information
- Crime statistics (local law enforcement statistics)
- Average Daily Traffic (ADT) reports
  - Billboard exposures
- Newspaper data and circulation information
- Radio statistics (PSAs/CHARACTER COUNTS! character commentaries)

# Assessment Obstacles

- Getting a ruling whether passive consent would be appropriate for students in this project. The University of Akron's IRB approved this protocol.
- Timing of student surveys. We were not able to complete our first student baseline until February 2003. The state emphasis on proficiency testing makes both timing and length of the student survey an important issue.
- Currently we are preparing to complete the spring student surveys along with the teacher/staff/administrator surveys; however, have not come across any problems as of yet.

# Assessment Successes

- Teachers pre-tested, critiqued and helped finalize survey and provide continuing feedback every cycle that the survey is administered to students.
- The superintendent is extremely supportive and instrumental in cooperating in passive consent permission letters.



**Appendix H**  
**An IRB Tale**  
**Dr. Doug Grove**

# An IRB Tale

Orange County Department of  
Education

Institute for Character Education

# Timeline of Development

- Character Education Grant Awarded October 2002
- IRB member recruitment letter February 14<sup>th</sup>, 2003 (sample)
- IRB Registered March 6<sup>th</sup>, 2003
- FWA Granted March 18<sup>th</sup> 2003
- OCDE IRB #1 initial meeting April 17<sup>th</sup>, 2003 (sample agenda)
- Institute for Character Education developmental approval June 24<sup>th</sup> 2003
- Consent letter and instrument approval July 31, 2003
- Next meeting April, 2004

# Keys to Development

- Legal help
- Communication with Jeff Rodamar
- Sample IRB Policies from Dr. Mo
- Sample protocol document
- Superintendent support

# Future Barriers

- Replacing Members
- Increase in research

# Other options

- Rent an IRB
- Partner with a university

**Appendix I**  
**Issues in Complex Evaluation Design**  
**Dr. William Moore**

# Issues in Complex Evaluation Design

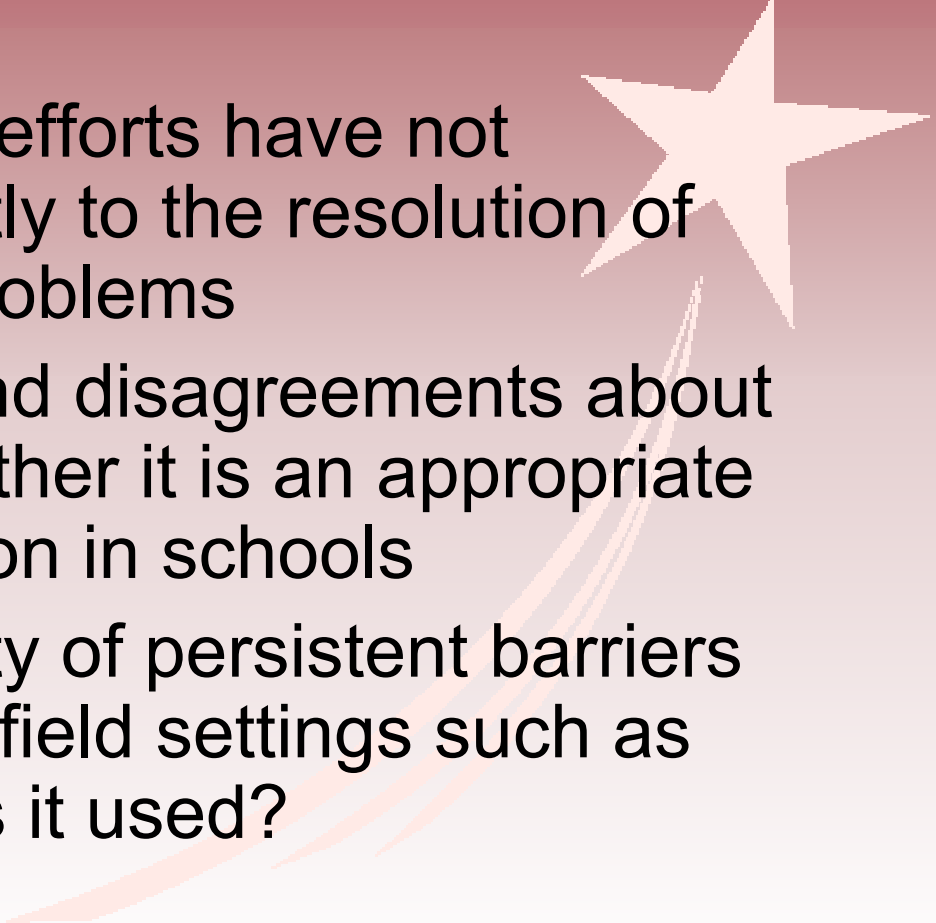
U. S. Department of Education,  
Office of Safe and Drug Free  
Schools

**Caliber Associates, Inc.**  
**Association for Supervision and Curriculum Development**  
**Character Education Partnership**  
**March, 2004**



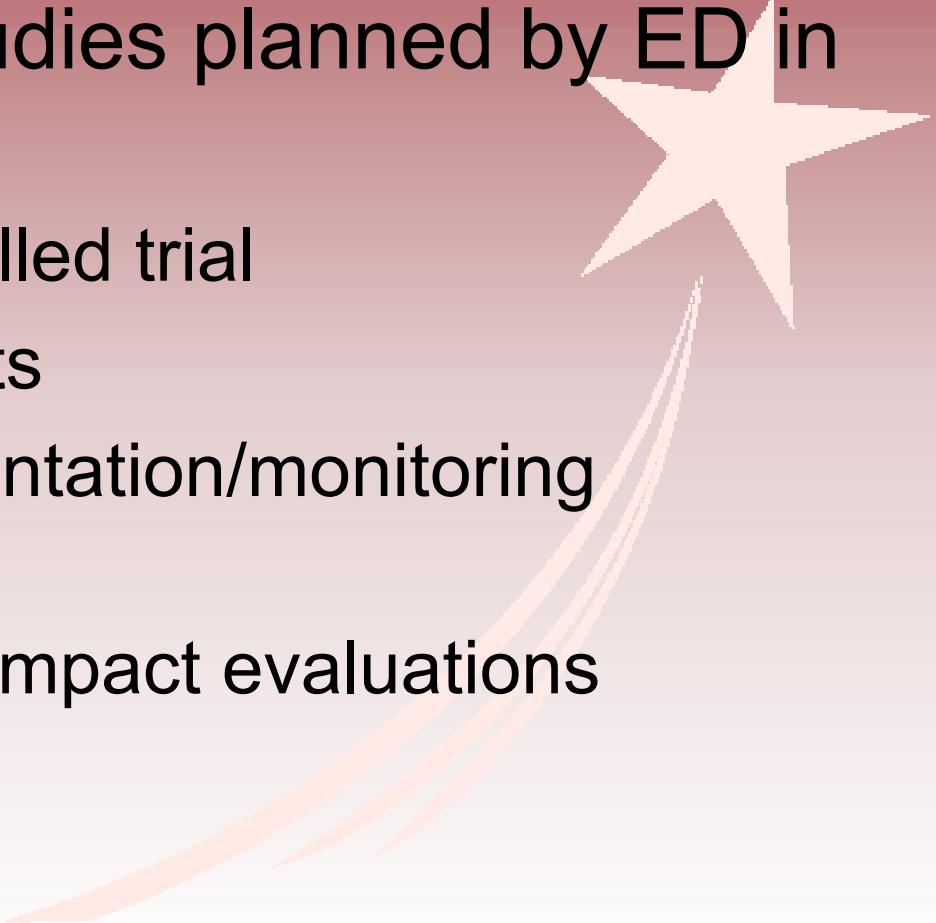


# Context

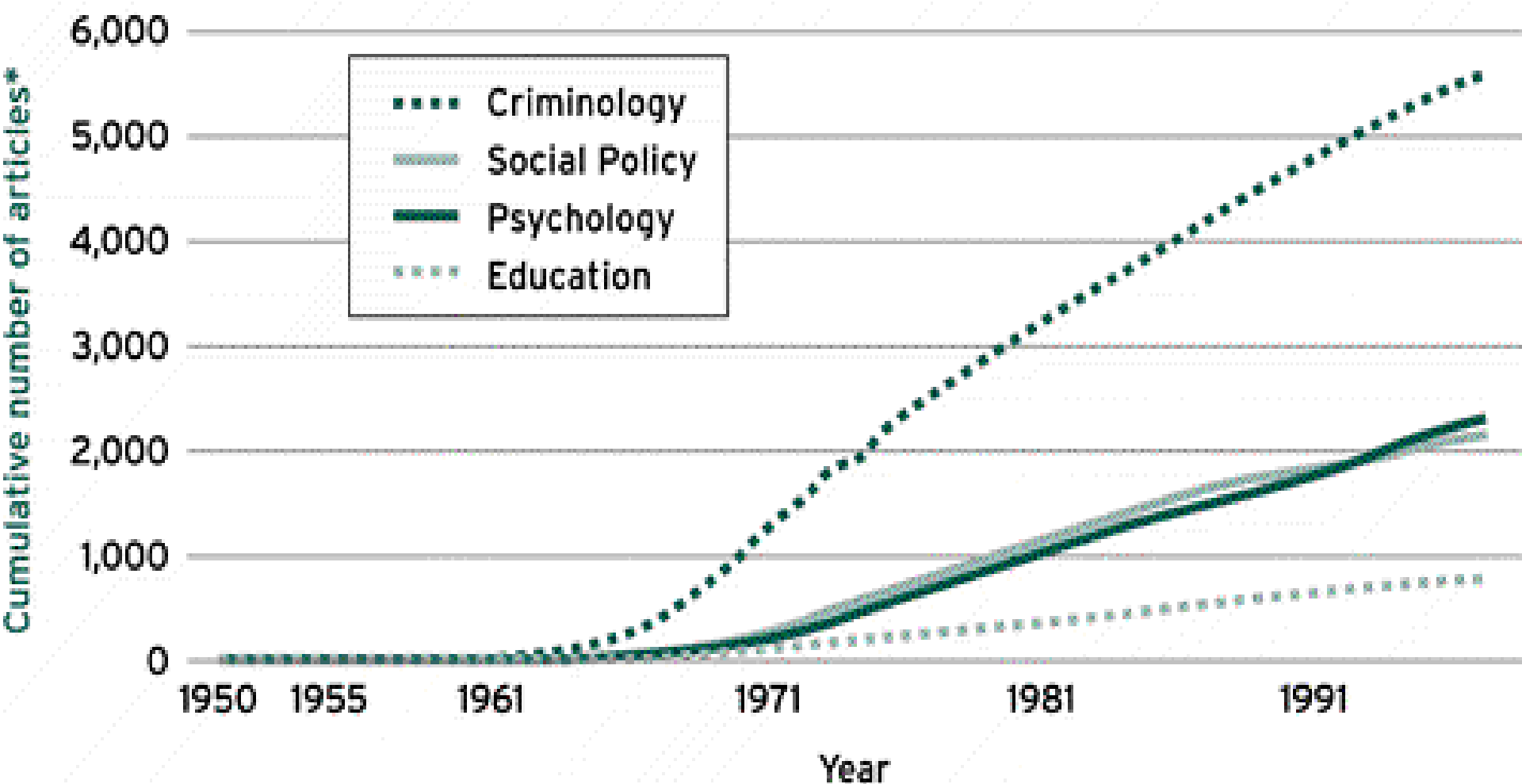
- NCLB and many federally-funded grants call for use of “scientifically-based research” to generate evidence of program impact and effectiveness
  - Historically, research efforts have not contributed significantly to the resolution of pressing education problems
  - Misunderstandings and disagreements about what SBR is and whether it is an appropriate approach for evaluation in schools
  - Perceptions and reality of persistent barriers to conducting SBR in field settings such as schools—how often is it used?
- 

# Generating Knowledge about Education

Boruch, De Moya, & Synder (2001) report:  
84 evaluations and studies planned by ED in  
FY 2000:

- 1 randomized controlled trial
  - 51 need assessments
  - 49 program implementation/monitoring evaluations
  - 15 non-randomized impact evaluations
- 

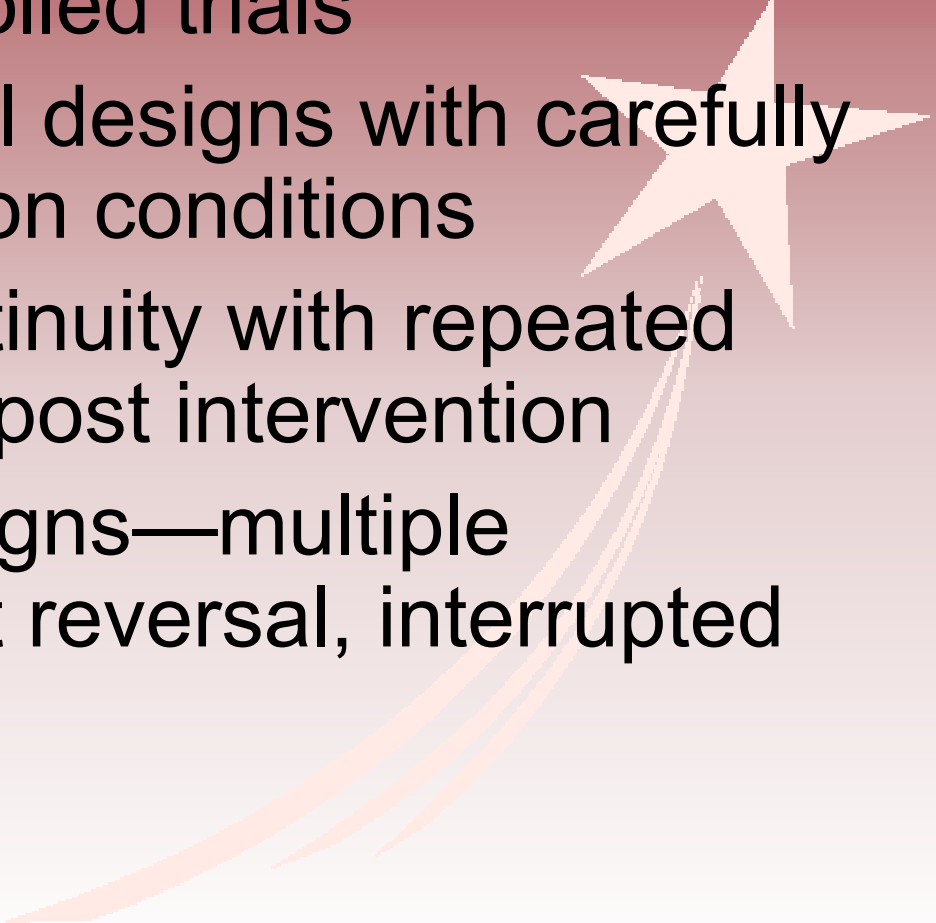
*While the total number of articles about randomized field trials in other areas of social-science research has steadily grown, the number in education research has trailed behind.*



\* Articles about definite and possible randomized field trials.

**SOURCE:** Robert Boruch, Dorothy de Moya, and Brooke Snyder, 2001

# Designs Consistent with Scientifically-Based Research

- Randomized controlled trials
  - Quasi-experimental designs with carefully matched comparison conditions
  - Regression discontinuity with repeated measures pre and post intervention
  - Single-subject designs—multiple baseline, treatment reversal, interrupted time series
- 

# What are some of the most challenging issues regarding scientifically-based research?

- **Definitional issues**
- **Philosophical issues**
- **Pragmatic issues**

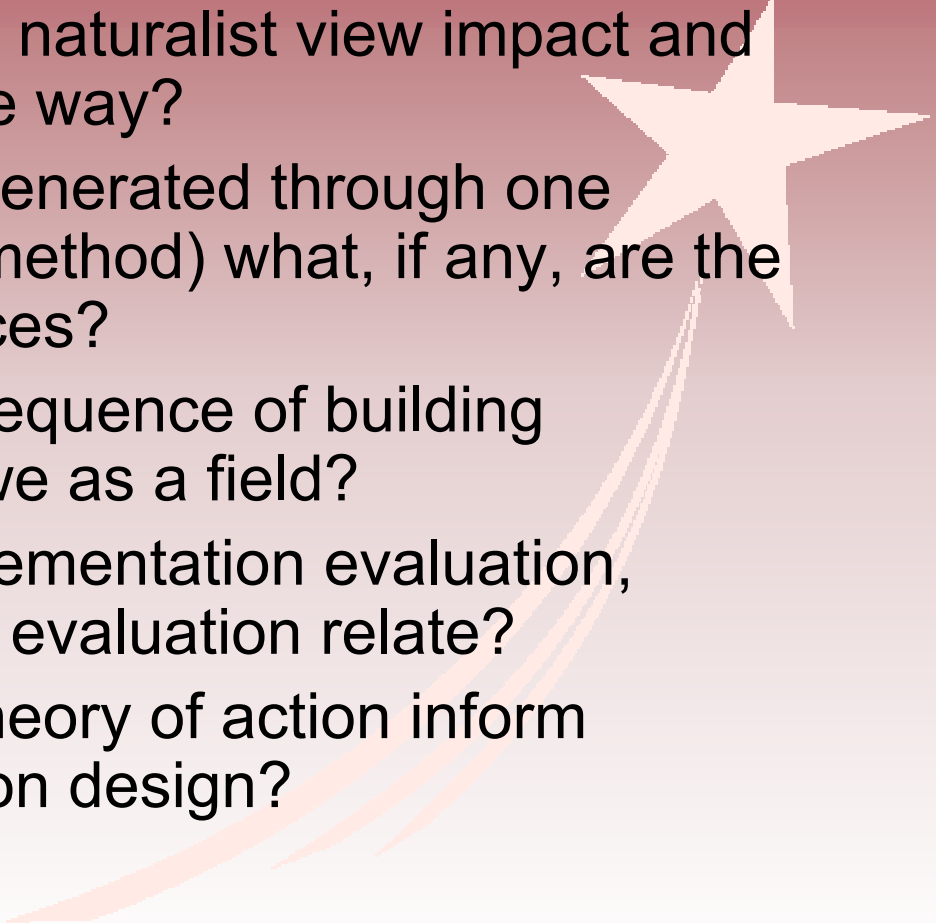


# Issues of Definition

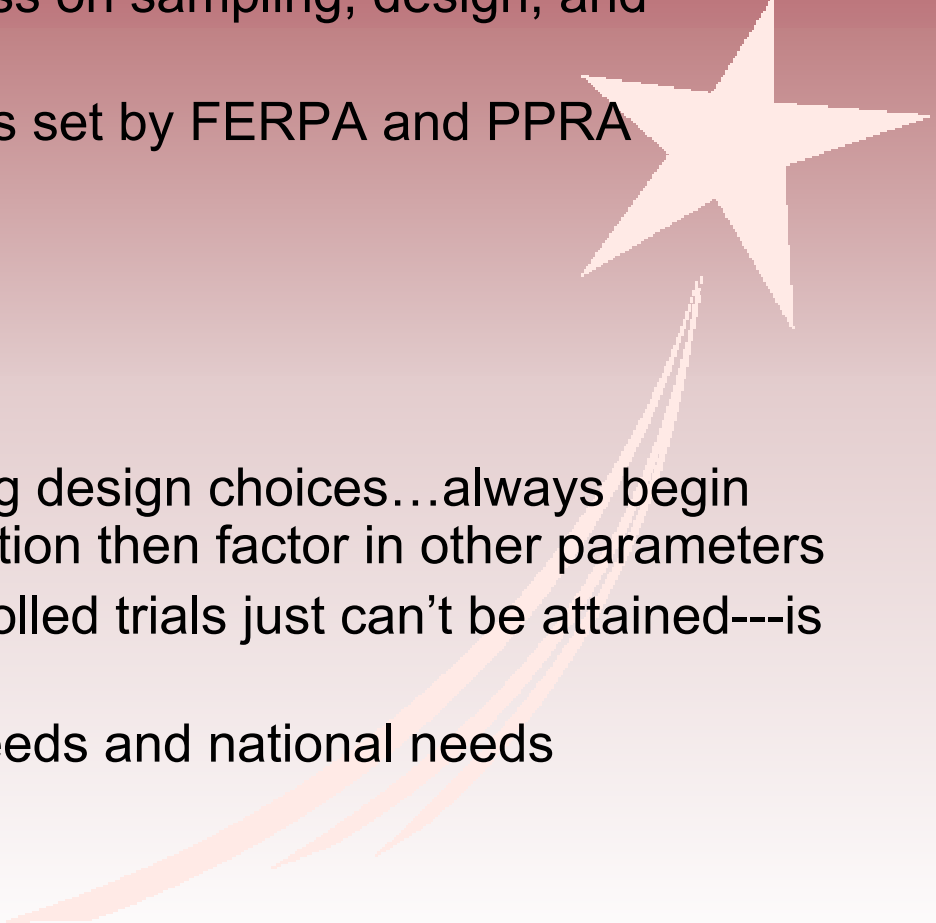
- What is scientifically-based education research?
- What is meant by:
  - “High quality” research
  - “Strong” evidence
  - “Rigorous” research
- What is the distinction between research and evaluation? Is it trivial within the context of SBR?



# Issues of Epistemology and Theory

- What role does an evaluator's world-view play in choosing particular evaluation designs?
  - Does an empiricist and a naturalist view impact and effectiveness in the same way?
  - If evidence of impact is generated through one paradigm (the scientific method) what, if any, are the benefits and consequences?
  - What is an appropriate sequence of building knowledge—where are we as a field?
  - How does SBR and implementation evaluation, program fidelity, process evaluation relate?
  - How does a program's theory of action inform decisions about evaluation design?
- 

# Pragmatic Issues

- **Approvals** (school participation, instructional delivery staff, IRB, student assent and parental consent)
    - Impact of approval success on sampling, design, and instrumentation
    - Understanding protections set by FERPA and PPRA
  - **Design Choices**
    - Access to population
    - Approvals
    - Costs
    - Recognizing forces driving design choices...always begin with your evaluation question then factor in other parameters
    - What if randomized controlled trials just can't be attained---is it still worth doing?
    - Balance between local needs and national needs
  - **Role of Teacher**
- 



# Why?

Why has education not adopted a more experimental approach to knowledge generation?



# Summary

- Issues of definition
- Issues of science and philosophy
- Issues of application

Each are at the heart of our ability to implement complex evaluation designs. Our gathering today and tomorrow will help inform the work of ED and CETAC as we create resources and support for grantees.

What are your thoughts . . .share with your colleagues

